SAFETY

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Two Sections - Section One

The **NATIONAL SAFETY COUNCIL**, the heart of the safety movement in America, collects and distributes information about accidents and methods for their prevention. Organized on a nonprofit basis, the Council promotes safety in industry, traffic, school, home and on the farm.

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• • A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

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Cover Picture—Christmas time is Santa Claus time. Have a happy holiday season—keep it safe!

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Santa VISITS RADIO STATION

by GORDON C. GRAHAM

I HAVE been doing radio broadcasts for more than a year. They are informal programs on which I might collar some visiting notable like the editor of SAFETY EDUCATION magazine and shanghai her up to the radio studio at the appropriate time. Perhaps we would spend half an hour or so talking over what we proposed to discuss when we went on the air. Then, in doing the actual program, everything would be extemporaneous—that is, no written talks. We just chat back and forth about the general theme, referring occasionally to some of the points that we wanted to be sure to emphasize. The same technique is used with pupils, both elementary and secondary.

I have had several types of programs. For example, on one program I had a young lady from Wayne university who is a good skier, a champion ice skater, and a toboggan enthusiast, and we four talked about safety in winter sports. Our comments are intended largely for junior and senior high school youths, and, of course, the station puts in a few advance plugs for the program so that secondary school health education and other classes may be prepared to tune in on the program at the appropriate time.

The only thing that I have done on this program which I feel had news value was a Christmas program. I had a sudden brain wave one day and thought it might be a good idea if we could interview Santa Claus. Forthwith, I made arrangements with one of the largest department stores in our city to let us have their No. 1 Santa Claus. (They had three on the job.) We brought up into the studio from a neighboring school a group of first graders who were simply ga-ga at the whole affair, and their um-m-m-ing and ah-h-ing formed a very appropriate sound background. Santa was there in full regalia, and inasmuch as he was on old trouper, he was never at a loss for words.

We had a lower elementary boy and girl on the program, and, in this case, we did prepare something of a script.* Time allowing, we discussed informally some additional items which are not written into the script formally.

We then wound up the program with Santa interviewing a lot of the first grade youngsters in the audience who wanted doctor sets, babies that did the expected things, sleds, skates, toy stoves, and all the other things so dear to the hearts of little Americans.

Other safety broadcasts I have been making on station WDTR have included two which I thought were outstanding. On one broadcast, Rin Tin Tin III and his trainer, Lee Duncan, were on the program. General approach in this case was the manner in which dogs contribute to the safety of human beings, and ways in which humans can contribute to the safety of dogs. We had some discussion concerning leader dogs, the proper training of

The radio program wound up with Santa interviewing first graders who told what presents they wanted.

a dog in obedience, and care of the dog to avoid hazards of traffic. Rin Tin Tin III did some of the customary audible dog tricks such as counting, begging, displaying anger at the approach of someone to a child he might be guarding. Rin Tin Tin's sound effects were really remarkable.

(Please turn to page 39)

*The National Safety Council has had this sample script mimeographed and it is available to our readers free, upon request, from Views and Reviews editor.

MR. GRAHAM is supervisor of the safety education department, Detroit (Mich.) Public schools.


For

NATIONAL SAFETY COUNCIL CHICAGO, • PRINTED IN U. S.

S-9048-A

make yours a Safe Christmas

NATIONAL SAFETY COUNCIL CHICAGO, • PRINTED IN U. S. A.

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Pupil Pedestrian Preparations

by IRMAGENE NEVINS HOLLOWAY

THERE are many phases of accident prevention which are urgent. None is of greater concern than the conditions facing child pedestrians. There is no field of human endeavor today which offers a greater challenge.

Sometimes I fear that we are facing the problem of human mishaps, particularly those pertaining to youngsters, with a lack of fidelity to truth in human nature. We agree among ourselves what we think should be done. Then we expect our young people to accept this thinking without the processes necessary to reasoned understanding. Perhaps we need more of the child's viewpoint. Perhaps we also need a fresh and more realistic approach to the conditions of today, rather than trying to approach them with the shopworn creeds of yesterday.

Youths of 50 years ago encountered few difficulties in crossing the street. Today crossing a street is almost an adventure. Most of us tackle problems as we visualize them. To cross a street in heavy traffic requires physical courage, mental alertness and strict emotional control.

Into this complex situation, we thrust the child pedestrian and expect him to see the problem, analyze the situation and then respond in a safe manner. The small child lacks experiences and his training is insufficient for him to analyze these traffic problems. The child needs guidance and direction in forming skillful habits and in developing attitudes which will enable him to respond safely.

The problems of the child in traffic might be classified under five headings: (1) those relating to needs for development of senses; (2) those pertaining to emotional factors characteristic of the age; (3) those relating to his lack of understanding and appreciation of dangers; (4) those involving his understanding of traffic control; and (5) those regarding his necessary dependence on adults.

It is through association and training that the various senses take on meaning. For example, to the small child, red is a pretty color; it does not necessarily signify danger. Pity the untrained child who must differentiate between the *stop* red of traffic and the *protection* red of fire exits. Again, distance and sound do not necessarily mean nearness and danger. It is through association that one can tell if a car is five or fifty feet away. It is experience that gives meaning to watching two objects at the same time. The child wants the ball that is in the middle of the street; he does not see the approaching automobile.

Children are spontaneous and uninhibited in their actions. The desire of the moment supersedes all other values. The child darts across the street to retrieve the ball, thinking only of his game. The possibility of trucks and buses approaching does not enter his mind. This child must be protected from his own folly. There must be playgrounds and playstreets which will allow him to play in the fashion characteristic of a child of any age, without danger of being hurt.

We put leashes on our dogs—we cannot do this with our children. They are human beings; they can think, reason and have imagination. These qualities must be developed and, through training, children should be able, willing and ready to think through their personal control.

The identical instruction should be given by parents and teachers. The child learns by repetition and through understanding of the reasons of certain behavior. Every opportunity must be utilized in forming correct habits. For example, in school, excursions and journeys which are so much a part of the program offer a fine opportunity for building the necessary attitudes, habits and knowledge for better and safer living.

Experience isn't telling the child, experience is providing him with opportunities to *learn by doing*. Words do not bar dangers to the child. A parent might say "I told him not to run into the street." Words like these are sounds and when repeated too frequently become household chatter. If a child is hurt when he runs into the street, then he understands the need for obeying rules. This is a very costly experience, and must in every way be prevented.

Parents and teachers together should plan

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the safest route to and from school. The child should be included in these plans. This will insure his understanding of the problem and an appreciation of the dangers.

Parents contribute to the child's lack of security when they disobey traffic regulations. For instance, "My daddy drove through the red light this morning, he was late to work." The child is going to be late to school, so he runs through the red light and is injured. We blame the child while in his mind there was confusion. His daddy, whom he adores, disobeyed the regulation, why shouldn't he?

Early in life, a child should learn that safety depends on co-operation—with others and with the community. At the same time, the child should learn to obey the policeman—the child should learn that the policeman protects him from his own bad habits, as well as from the bad habits of others.

It is paradoxical, but all instruction for safe living must recognize the child's desire for risks. This desire for thrills is evidenced in craving for movies, radio and comic strip adventure. Instruction for safe living must recognize these desires and endeavor to keep the child out of the danger zone and make known adventures less dangerous. Safety education reduces the risk of living and the peril of the risks that must be taken.

Children dart into streets without thinking of consequences.

KEEPING THE SCHOOL PLANT SAFE

by V. HARRY RHODES

Abstract of a speech presented at the 38th National Safety Congress and Exposition.

ECONOMY will not allow us to junk old schools in one fell swoop, but if we keep our children in these old buildings, our moral obligations demand that we take certain safety measures.

Boiler rooms should be made fireproof, as well as corridors and stairways, and no closet should ever be tolerated under a stairway. All egress doors should open out and be equipped with approved panic bars. All heating plants should be inspected annually, and it is far better to install new surface exposed electric wiring than to take a chance on the old. Any school building or dormitory more than 40 years of age, where people sleep, should have a new smoke stack installed unless it is possible to make sure it is fireproof.

Even in a so-called fireproof school, the building itself may be fireproof, but the contents probably are not—certainly the pupils are not. Panic resulting from smoke or hysteria is a big factor to be reckoned with, and an exit door or panic bar that won't open can cause disaster.

Each city, town and hamlet has its school problems. Several years ago the St. Louis Board of Education faced the issue of safety rather squarely and fireproofed all the corridors and stairways in the older schools,

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checked all heating plants and boiler rooms for fire safety, and replaced many thousand feet of old style electric wiring with surface exposed conduit. It was necessary to close some of the schools to complete the program, but the board felt the matter could not be ignored, neglected or delayed.

We must rebuild, relocate, consolidate, create and modernize our school buildings in behalf of the safety, health, instructional standards and future of our children, which is also our future and the future of the world. A school built 50 years ago has a maintenance cost out of all proportion to the normal cost per pupil for safe school shelter. What we need is a modernization construction program.

There are other factors besides fire safety in the over-all picture of the school plant, especially related to the older schools, such as light, ventilation, adequate playground area, as well as floor area in the classroom, healthy conditions for lunchroom facilities, indoor play areas and sanitary plumbing. Some of these safety factors are improvements of former conditions and some are a result of our accelerated mode of living, but each, in its way, is vital to the end result.

The failure to keep pace with school building requirements has been the result not only of economic conditions but neighborhood changes and the failure of building codes and construction methods to keep abreast of functional and safety demands of modern education. The mistakes have been sins of omission rather than commission, and it has literally taken a world war to bring us to our senses.

The beginning of the 20th Century was known in St. Louis as the Golden Era of Public Schools. It was the period when more and larger schools were built. It has been said the period following World War I will likely be marked in the field of architecture as the age of monumental schools and tall apartment buildings. The present period has been aptly called the Down-To-Earth Period of one-story schools and suburban single family homes. School boards and architects are more and more disposed toward the one-story schools, and the following are important reasons why:

1. Less cost for the same functional use,
2. Smaller units can be built and thereby bring the elementary school closer to the home,
3. Construction time is reduced by 40 per cent to 80 per cent and, most important of all,
4. Safer facilities for housing children.

The cause of fires or other disasters usually has nothing to do with exits, but fire safety in a school is principally a matter of exits. Danger from earthquake and tornado would be lessened in a one-story building. Therefore, I believe it to be a sound theory that in a one-story building you not only increase the safety ratio, but, as the one-story building can be erected more cheaply, the cost ratio is reduced. The integration of structural safety with good architectural design and efficient functional usage has been the biggest problem. It has been a tough job, but fine progress has been made and the resultant buildings, in many instances, are good. Practically the same end result can be reached in any community.

I grew up with the idea that schoolhouses were built to last forever. This, in the very nature of things, would be too bad. We are not a static nation. Just as new and better methods of instruction, along with new ways of transportation and television, are adopted by each generation, so are the new and better materials developed and manufactured, and our methods of combining these materials into schools improved. It is better to light a candle from time to time than to curse the darkness.

In St. Louis, the Board of Education recently approved a new type of construction; we have developed and designated it as the St. Louis Neoteric Type Construction. It combines Stran-Steel, steel bar joist, brick and corrugated asbestos board veneer together with blanket and poured insulation into an attractive and functionally efficient fire-resistive, one-story building. The Neoteric school can be erected in one semester for about one-third the cost of the conventional so-called fireproof building. As a result it does not have to be used 50 to 75 years to be economically sound.

Safety is integrated with all of the various functions of education and the human element is so vital to the subject, not only from the execution angle but also from the planning and equipment of the facilities to be used, that the safety rules and regulations should be automatic with the operating and instructional personnel. The method of executing safety rules must be of paramount importance to all concerned, and in-service training with constant checkups are excellent ways to maintain the best execution. We must exercise eternal vigilance.

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Cleveland Parochial Safety Plan

by SISTERS MARY ADELMA and MARY EUGENIA

GREATER Cleveland has had an enviable record for safety over a long period of years, as the repeated awards granted the Greater Cleveland Safety Council by the National Safety Council testify. No small part in this excellent record is due to the outstanding safety work of the Greater Cleveland school systems.

The parochial schools of the Diocese of Cleveland—the second largest school system in the State of Ohio—have co-operated in this safety work for many years, and in the course of the past summer, in conjunction with the inauguration of a curriculum workshop for a general revision of the entire elementary curriculum for the diocesan elementary schools, a committee on health and safety was set up.

First Task

The first task assigned to this committee was to set up a check list of items in safety education. The purpose in preparing the check list was to be able to place in the hands of the committees, working on other subject areas of the elementary curriculum, a chart showing, grade by grade, and month by month, the safety items to be taught. The thought behind this was that, seeing so little time is available to the teacher and so much has to be taught, a check list would enable the members of other subject matter areas to eliminate unimportant or less important facts and replace them with safety and health items of greater importance.

Balanced Program

For example, in the reading program a balanced safety program can surely be achieved. The check list will supply the items. In the language arts program much safety material can be introduced, where formerly it was lacking. In social studies, art, music, in fact in every subject, even arithmetic, safety items could be introduced and safety knowledge, consciousness and practice improved. Where important topics cannot thus be integrated with other subjects, it is intended to provide for the special teaching of those items. For instance, the first week of every school year every grade should spend adequate time on traffic safety.

Supply Materials

It was not the intention or the purpose of this committee, at this point, to prepare a separate course of study for safety education, but rather to feed materials to the other skill and content subjects. Duplicates of the comprehensive check list, therefore, were submitted to each member of the general curriculum workshop. During the coming scholastic year each member, not only of the health and safety committee but of the eight other committees as well, has been requested to correlate the materials included therein with the various subjects whenever possible.

To exemplify: a paragraph on "How to Avoid Home Falls" might serve as an interesting topic in the language arts lesson. A sand table project emphasizing the simple safety rules would entice any primary group. Numerous songs stressing different safety slogans of the school's safety education program are also available from various sources.

It was heartening to notice the ingeniousness in the integration of the safety principles shown by the members of the committee. When the workshop convenes again next spring, ideas, projects, lesson plans, problems —successes and failures—are to be exchanged and discussed so that in the not too distant future a new revision of our curriculum for

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the Diocese of Cleveland will include all the effective, essential and pertinent principles of the safety education program, most of which will be correlated with other content subjects, but on a planned, controlled basis. The allocation of subject matter follows the almost universally adopted sequence.

For September, school safety is necessarily the dominant topic. This includes precautions to be observed in the corridors, on the stairs, and in the classroom, as well as proper playground facilities, activities and supervision. Reviewing and teaching the rules for safe street traffic are of prime importance in relation to safe school days, since the violation of the street safety laws is the main cause of thousands of children's accidents.

Not less devastating are the innumerable fires which constantly cause anxiety and property loss. After we stress the importance of fire prevention and what children can do to prevent fires, an extensive list of causes of fires will be considered. What to do if a fire should occur is a logical conclusion of this subject, which will be covered in October.

Greatest Accident Cause

Since motor vehicles present the greatest single cause of accidents in the United States, the importance of street safety as a personal problem is ushered in for a more comprehensive development during the month of November. Safety precautions in general, at intersections, for bicycle riders, and for roller skaters are among the various aspects to be taught, if our school children are to reap the benefits of the experience of past generations.

Although the accounts of home accidents receive less publicity than those of street casualties, these domestic hazards constitute a serious problem. In the month of December the various types of home accidents—falls, burns, suffocation, poisons, cuts and scratches, dangers from electricity, and other hazards—claim their role in the curriculum.

January, the season of winter sports, is also replete with hazards. Safety guides and precautions in regard to coasting, skating, snowballing and crossing icy streets are instrumental in the prevention of a number of unnecessary misfortunes and casualties.

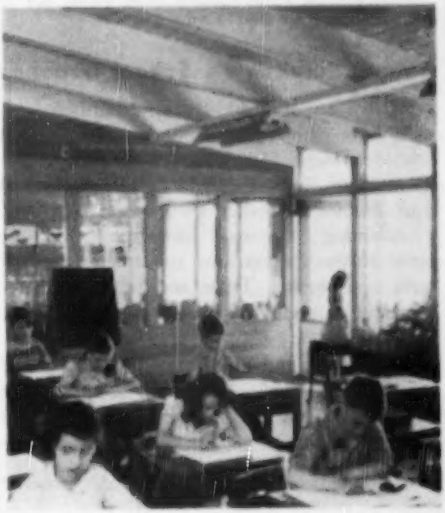
February and March are devoted to the development of essential first-aid concepts. After general principles have been outlined, the specific treatment for bruises, cuts and scratches, splinters, insect and animal bites, nosebleed, burns, sunburn, choking, fainting, strains, sprains, broken bones, poisoning, ivy poisoning, and foreign bodies in the eyes, ears and nose are considered in detail. Artificial respiration and its application is included in the advanced grades.

An increased urge to play out of doors is experienced by boys and girls at the coming of spring. Therefore, attention is given to safety on the playground, in sports, on rainy days and near railroads. Clean-up week, which will be productive of good citizenship, is observed at this time.

Emphasis upon the children's summer vacation, which brings increased freedom, must be given as the year comes to a close. Summer safety precautions in regard to swimming and bathing, boating, hiking, fishing, camp fires, poisonous plants, and insect and animal bites are stressed. Hot weather, places to play, farm vacations and fireworks all bring with them attendant dangers.

How this check list, which in outline form (distributed to members of the workshop) contains many more details, is to be fully woven into the curriculum is a challenge that is yet to be met in succeeding years. The safety program has been enthusiastically inaugurated so that children in our parochial schools might acquire the necessary knowledge and develop the proper attitudes, habits and skills pertinent to this important subject. With the present plan it is hoped that the pupils carry the learned skills, habits and attitudes of safe living into all life situations, at all times.

No separate course in safety education was set up. Safety was integrated into classroom subjects.



SCHOOL ACCIDENTS: 1949-1950

by JENNIE SPADAFORA

MORE than half (56 per cent) of the accidents to students in the 1949-50 school year occurred while victims were under school jurisdiction, either on school premises or going to or from school. The accompanying accident rate table, based on data from school systems reporting to the National Safety Council for the nine months, September, 1949, through May, 1950, is similar to the one in *Accident Facts* which gives the per cent distribution of student accidents by type and grade.

Low and High

The all-accident rate per 100,000 student days was 13.0. The lowest rate was for kindergarten pupils—5.2. The first grade rate was twice as high, and through successive grades the rate increased gradually, reaching 13.2 in the fifth grade. It then jumped to 15.6 in the sixth grade and 16.8 in the seventh. The highest rate — 16.9 — was reached in the ninth grade. In the three higher grades, rates ranged from 14 to 16.

School Building vs. School Grounds

School building accidents outnumbered accidents on the school grounds. The greatest source of school building accidents was the gymnasium, with a rate of 0.4 for basketball and 1.0 for all other gymnasium activities. Considering the small proportion of time spent in the gymnasium, this rate is particularly noteworthy. These accidents were most frequent in the seventh through the twelfth grades, with a peak rate of 3.0 in the ninth.

Classrooms and auditoriums had a rate of 0.6 and were at about this level of importance until the twelfth grade. Vocational shops had a slightly lower all-grade rate than classrooms but reached a rate of 1.6 in the ninth. Corridors and stairs had equal rates of 0.3, and showed less variation from grade to grade than gym and shop accidents.

Unorganized Activities

Half of the school ground accidents occurred during unorganized activities. Among elementary school pupils these accidents were even more important, reaching two thirds of the school ground total in the first, second and third grades.

Football accounted for about one sixth of the school ground accidents in all grades; and in the high school grades alone football accidents far outnumbered any other specific type.

Nonschool Jurisdiction

The home accident rate was 2.4, with 1.0 for falls alone. Falls were about equally common from the first through the seventh grades, but less important in kindergarten and above the seventh grade. Burns and cuts, and scratches were less numerous and occurred with greatest frequency below seventh grade.

Other nonschool-jurisdiction accidents had a total rate of 3.3, two fifths of them unclassified. Motor-vehicle and playground accidents were most numerous in high school, while street and sidewalk accidents were most important from fourth to eighth grades.

It is hoped that the accompanying accident rate table will be useful to teachers and school administrators as a guide in planning accident prevention programs during the school year. It may also prove valuable to compare the rates with those of the individual school system. If sizable differences are found, it probably will be worth while to examine the local record closely to see if special attention should be given to the indicated accident prevention problems.

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STUDENT ACCIDENT RATES BY TYPE AND GRADE
September, 1949, to May, 1950

Location and Type	All Grades	Kgn.	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Uncl.
Total	13.0	5.2	10.9	11.1	11.5	12.4	13.2	15.6	16.8	16.6	16.9	15.6	15.3	14.5	9.5
School Buildings	3.7	1.1	1.8	1.6	1.9	2.1	2.6	3.2	5.5	5.7	7.5	6.6	6.1	5.4	4.8
Classrooms & auditorium	.6	.7	.7	.6	.6	.6	.6	.6	.8	.7	.7	.6	.5	.3	.8
Laboratories & domestic science	.1	...	•	...	•	•	•	•	.2	.2	.2	.2	.4	.4	.3
Vocational shops	.5	...	•	•	•	•	•	.1	.5	.6	1.6	1.3	1.3	.9	1.8
Gymnasium—basketball	.4	...	•	•	•	•	.1	.2	.5	.6	.9	1.2	1.2	1.2	.2
—other	1.0	•	.1	.3	.4	.6	1.0	1.2	1.8	2.0	2.1	1.7	1.5	1.4	.5
Swimming pool & showers	.1	...	•	•	•	.1	.1	.1	.2	.2	.4	.3	.1	.2	.1
Dressing, washrooms, lockers	.2	.1	.3	.2	.3	.1	.1	.2	.3	.2	.3	.1	.1	.1	.1
Corridors	.3	.1	.3	.2	.2	.2	.2	.2	.4	.5	.5	.4	.4	.2	.3
Stairs and stairways	.3	.1	.2	.2	.2	.3	.3	.4	.5	.5	.6	.6	.5	.4	.3
Other building accidents	.2	.1	.2	.1	.2	.2	.2	.2	.3	.2	.2	.2	.1	.3	.4
School Grounds	2.9	.9	3.1	3.2	3.4	3.2	3.7	4.0	3.1	2.8	2.5	2.3	2.9	3.2	1.4
Apparatus—swings	•	.1	.1	.1	.1	.1	.1	.1	•	•	...	...	...	...	•
—slides, teeters	.1	.1	.2	.2	.2	.2	.1	.1	•	•	...	...	...	...	•
—bars	.1	•	.2	.1	.1	.1	.1	.1	•	•	•	...	...	...	•
—other	.1	.1	.2	.2	.2	.1	.1	.1	.1	•	•	...	•	•	.1
Athletics—baseball	.3	•	.1	.2	.3	.4	.5	.8	.5	.6	.4	.3	.3	.3	.1
—football	.5	...	•	•	•	.1	.1	.2	.5	.6	1.0	1.2	1.8	2.2	.3
—soccer, track	.1	...	...	•	•	•	.1	.2	.2	.3	.2	.2	.2	.3	•
Other organized activities	.2	•	.1	.1	.2	.2	.3	.4	.3	.2	.3	.3	.3	.2	.1
Unorganized activities—running	.3	.1	.5	.5	.5	.4	.5	.5	.3	.2	.1	.1	.1	.1	.1
Unorganized activities—scuffling	.2	.1	.4	.3	.3	.3	.3	.2	.2	.2	•	•	•	•	.1
Unorganized activities—other falls	.5	.2	.7	.8	.7	.7	.8	.7	.4	.3	.2	.1	.1	•	.2
Unorganized activities—other	.5	.2	.6	.7	.8	.6	.7	.6	.6	.4	.3	.1	.1	.1	.4
Going to or from School	.7	.5	1.1	.9	.9	.9	.7	.9	.8	.8	.7	.5	.4	.3	.4
Motor-vehicle accidents	.2	.3	.5	.3	.2	.2	.1	.2	.2	.2	.2	.2	.2	.1	.1
Other accidents	.5	.2	.6	.6	.7	.7	.6	.7	.6	.6	.5	.3	.2	.2	.3
Home	2.4	1.6	2.8	2.9	2.7	2.9	2.4	2.9	3.1	2.4	2.2	2.2	1.8	1.4	.8
Falls	1.0	.8	1.2	1.2	1.2	1.1	1.1	1.1	1.1	.9	.7	1.0	.7	.5	.2
Burns, scalds, explosions	.2	.1	.3	.3	.2	.2	.2	.2	.3	.2	.2	.2	.2	.2	.1
Cuts & scratches	.3	.3	.7	.7	.7	.8	.5	.6	.7	.5	.4	.3	.2	.2	.3
Other home accidents	.7	.4	.6	.7	.6	.8	.6	1.0	1.0	.8	.9	.7	.7	.5	.2
Other	3.3	1.1	2.1	2.5	2.6	3.3	3.8	4.6	4.3	4.9	4.0	4.0	4.1	4.2	2.1
Motor-vehicle—bicycle	.1	.1	.1	.2	.1	.2	.2	.2	.2	.2	.2	.1	.2	.3	.2
Other motor-vehicle	.4	.2	.7	.5	.4	.4	.3	.3	.4	.3	.5	.5	.7	1.1	.4
Other bicycle	.2	.1	.2	.2	.2	.3	.3	.3	.3	.3	.2	.1	•	•	.1
Other street and sidewalk	.7	.3	.4	.4	.7	.9	.9	1.1	.9	.9	.7	.5	.6	.3	.4
Playgrounds (not school)	.3	.1	.1	.1	.2	.1	.4	.6	.7	.8	.9	1.1	1.0	.9	.3
Other places	1.4	.3	.6	1.1	1.0	1.4	1.7	2.1	1.8	2.4	1.5	1.7	1.6	1.6	.7

Source: Based on reports of 16,544 school jurisdiction accidents from schools with an average enrollment of 1,303,600 and 7,017 nonschool jurisdiction accidents from school systems with an average enrollment of 695,800. Accidents included are those requiring a doctor's attention or causing absence from school of one-half day or more. The rate is the number of accidents per 100,000 student-days.

• Less than .05.

Rolling to SAFETY

by MRS. ROY E. VAN DELINDER

Abstract of a speech presented at the 38th National Safety Congress and Exposition.

CHILD safety is one of the most important projects with which we have to deal. There are two important ways of attacking the problem, first by adult education in child safety, and second, by direct education of the child. The weak link in our safety program is the parents. An adult must think, act, and live safely, before he can effectively transmit safety consciousness.

Our parent-teacher association had a community workshop on child safety last year. Recommendations for parents were discussed and the safety chairmen were urged to take these recommendations back to their various units.

As a follow up, the next *Chronicle*, a mimeographed publication issued about six times during the school year, had an article stressing the most important conclusions of the workshop.

Last year also, as part of an evening's program of information, our director of the Rochester Safety Council spoke to us on the activities of the Council and its connection with the parent-teacher associations. At that time he offered to listen to safety problems with which various units were having difficulties, and to help, in any way he could, to find a solution.

Last year we experimented with a seasonal letter sent once a month to safety chairmen of each unit. The purpose of this letter was to pinpoint seasonal hazards, such as snowballing, riding on sleds behind cars, riding double on bikes, etc. These subjects were brought before the children in the classroom by the teachers at the same time the safety chairmen were presenting them to the parents.

On short notice the Council undertook a child and bicycle safety campaign. The newspapers gave us fine publicity. One of the newpapers ran a series of four articles on bicycle safety. One columnist plugged our campaign several times. All six radio stations gave spot announcements daily. One station had a five-minute program for each of the four weeks.

We began the campaign with a safety rally featuring a panel consisting of a mother, father, physical education teacher, principal, and a girl and boy—both safety patrol members. The moderator was the president of the Rochester Safety Council. Small pamphlets with a safety message were distributed to 5,000 parents, and there were window displays on two of our busiest streets, in a department store and an office building. While we hope successive campaigns will cover a much wider scope than we were able to do, we felt that a great number of persons were made more safety conscious.

The results of our educational efforts have been manifested in several ways. One of our associations in a suburban area decided on a measure which it believed filled a real need. Kindergarten and first grade youngsters were using a city transit bus to ride to their homes. After discharging its passengers the bus went on, leaving the children to cross a busy street unprotected. A Mothers' Senior Safety patrol was formed. Members met the bus to help the children across the streets.

This idea has many pitfalls and should serve as a temporary expediency only. It met with the hearty approval of the city

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police. The newspaper publicity given it and the presence of mothers at bus stops did a great deal to slow speeders, although, of course, no directing of traffic could or should be done by a mothers' patrol.

On one of the main highways out of Rochester, we had a school crossing where lights governed the main thoroughfare and two side streets which entered at angles from the same side of the main thoroughfare. When the light was green for crossing the main street, turning cars made it almost impossible to cross. A traffic study of that crossing was made, and a simple rearrangement of the lights made a well-protected crossing.

In another city school near a large super market, parked cars constituted a hazard for the traffic patrols helping children across the intersection. The only way patrols could see approaching cars was by stepping into the street. The store finally was prevailed upon to provide adequate, off-the-street parking.

Willing Co-operation

We are an organization which co-operates with and encourages school authorities, police department and playground people in the safe handling of children. We are willing to co-operate with any group which is working along this line. For the last six years there has been a committee in Rochester representing 16 different organizations banded together for the protection of youth. Although we are not just a women's organization, the other 15 are all women's groups. That committee, as one of its projects, determined to find out why there were many children in the streets but few in the playgrounds. The survey of the playgrounds became the P-T.A.'s baby. While we conducted it for three years without any seeming results, we now know that the week's course of instruction given playground supervisors resulted from the demands for more knowledge how to keep more children busy. There is more equipment available, better planned programs, more attention paid to accident prevention and to keeping fences and grounds in repair. Supervisors have discovered the committee is there to help, not to criticize. Today, there are comparatively few children playing in the streets.

A toddler missed by his parents was found dead in an ornamental garden pool. He had apparently rolled down the incline to the pool and into the water and had not known how to help himself. Alarmed that this type of accident might become too frequent the Council initiated a drive to safeguard such pools. Nurserymen assured us that a wire mesh fencing could be submerged just below the surface of the water to prevent drownings.

Direct education for children begins at birth. Before arriving at school age they should be impressed with the necessity of keeping out of the street. They should be taught safe play habits, and should play in an environment free from hazards. They should be taught to cross at protected crossings or in the company of an adult.

After children enter school, the home safety instruction should be synchronized with the school safety program. Parents should be aware of the safety rules of the school and should not only urge the children to observe the rules but should act as models themselves.

Safety Patrols

Most schools have safety patrols. They are there to protect children at crossings, while going to and from school. Show these patrols the same respect you want your children to show them. These traffic squads should be taught the rules for safe crossing and they should enforce them. Teach your children to be on time at school but not so early they make a problem for the traffic squad. A little appreciation makes a hard job easier, and in many of the schools the Parent-Teacher association gives some little reward for a job well done. One P-T.A. takes the squad to the opening ballgame of the Rochester team; another takes the squad to Niagara Falls; a third has a magician show.

Recent scanning of traffic reports would suggest that we should include in our direct education of children, the idea of depending upon themselves for carrying out safety. Many of our recent accidents have occurred to children while crossing streets at crosswalks. Apparently, while we have taught them to use the crosswalks, we haven't impressed upon them sufficiently that they must cross only when safe to cross. Have we so imbued them with the thought that some one will protect them that they neglect to watch for themselves? Heedless running into the street still remains our greatest problem, especially among children under 14.

We think we have done a lot! Figures show we have not done enough! We must make greater efforts, initiate more new ideas and programs, and strive to broadcast our message on wider scale. *Eternal Vigilance* is the *Price of Safety*.

Five Million a Day

by MAURICE G. OSBORNE

Abstract of a speech read by Mrs. E. L. Martin at the 38th National Safety Congress and Exposition.

SCHOOL people of the United States should receive great praise for the work they have done in meeting the needs of the transported child. Records indicate that transportation has been comfortable, convenient, safe, and economical. Without constant vigilance on the part of all of our school people, millions of children could have been subjected to hazards which would have impaired their possibility of learning and, in many instances, would have taken their lives.

Five million children are transported to and from school each day in 97,500 vehicles at an annual cost of approximately $177,500,000. Such an undertaking as this involves not only the school people of the country, but also the engineers and manufacturers of school buses, our state police, our public utilities departments, our highway departments, our traffic commissions, and our state departments of safety. In addition to these administrative units of government, we have our legislators who are responsible for the enacting of adequate laws to safeguard the health and lives of our transported children.

For a number of years now those responsible, directly or indirectly, for the safe transportation of school children have been working co-operatively to set up an ideal program.

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Records show modern school buses are comfortable, convenient, safe.

What is the ideal program?

The various items which are involved in this matter of school bus transportation are:

1. School bus standards and specifications
2. Color of school buses
3. The school bus passing law
4. The training of school bus drivers
5. Physical examination for school bus drivers
6. Periodical inspection of school transportation vehicles
7. Specific licenses for school bus drivers.

Four national meetings have been held, at which times standards have been discussed and uniform standards actually arrived at and agreed upon by representatives from all over the United States. It is fairly safe to say that these standards have been made effective either directly or indirectly in practically every state in the union. It may be that in some states we cannot find formal legislation which says these national standards must be followed, but through regulations or inspection they have been made uniform. School bus manufacturers have made a very deliberate attempt to incorporate these standards in the construction of their vehicles. Each state education department needs to review its standards and specifications and make certain that all new safety factors are incorporated in them, and should be required to do this by either legislation or regulation.

Uniform color for school buses has been accepted by 47 of the 48 states, but we still have to eliminate variations in shades.

With an increased number of motor vehicles on the highways and with increased speed, the school bus passing law becomes most important in preserving the lives of our transported children. This has been studied by school people and state departments, and a model act has been developed, but, as yet, there is lack of uniformity between states. The model law says to stop and stay stopped.

Each year more and more states are establishing procedures for the training of school bus drivers. The training of school bus drivers should be tied up with the word school, so that the drivers will know that they are expected to *learn* something. It is also essential that a training course be well thought out by the people in charge, either on the state level or on the local level. From past experience, such training should be spread over a long enough period to impart the seriousness and importance of pupil transportation. And, to do this, we must have adequately trained instructors, preferably from the teaching field.

A school bus driver can be only as safe as his health and physical stamina will permit. We should know that the school bus driver is physically capable from the standpoint of strength and health to bring our children safely to their destination. Quick thinking, alertness, and physical ability are essential qualifications for the driver.

Our uniform standards have placed safe buses on our highways, but we know from our own experience with automobiles that the car is only safe while in perfect mechanical condition. School buses can be kept in such condition only when they are subjected to periodical inspections—at least three inspections per year. And these inspections should be *thorough*.

A special school bus driver's license is an outward indication that the holder is a qualified school bus driver; he has met certain qualifications; he has surmounted certain hurdles. Qualifying for such a position and holding such identification help give him added interest in the job.

Accidents that involve school buses are due largely to failures which can be identified with the seven items listed above. A school bus may be inadequate to contend with road and weather conditions because it is below the national standard. Failure to identify school buses by color or the failure to comply with the passing law contributes to fatal accidents. Lack of driver training programs and of required physical examinations and special licenses may place behind the wheels of some of our buses persons who are deplorably lacking in ability and knowledge necessary to drive school buses safely. An inadequate inspection program or the failure to make thorough inspections may lead to accidents caused by vehicular failures.

The old adage that a chain is as strong as its weakest link also applies to the seven-link chain itemized above. If anyone of the features of this safety program is lacking, the program becomes a weak one. It is the responsibility of school people to know what constitutes an adequate safety program and to co-operate in seeing that adequate legislation and facilities are provided. Educators should work hand in hand with legislators in order that a proper safety program may be implemented on a uniform basis. Educators should take the initiative, then go to the legislators with the program.

Murder on Wheels

by C. TAYLOR WHITTIER

WHEN John, who is chairman of the safety committee of our student council, first presented his ideas for a safety show, they were truly stupendous. This was evidence that some of our students were becoming safety-conscious and recognizing the need for some dramatic activity to capture the interest and imagination of the rest of their fellow students.

In any large high school the students and faculty, as well as visitors, are constantly aware of the many automobiles, motorcycles, motor scooters, and bicycles which are drawn to the institution. Their very presence increases the traffic problem. Many adolescents are all too careless in their safety practices.

Our student council had talked for a year about what to do in connection with the parking problem and the tremendous problem of the flow of students to and from school. From that seed sown more than a year ago came the suggestion that what was needed was a gigantic safety show, one that would involve automobiles crashing together, people being run over, and other ghastly scenes of accidents resulting from carelessness in traffic. The members of the committee had no dearth of ideas as to the acts they would like to have in their show, but their achievement presented problems requiring co-operation among many people in our city.

As different members of our school organization worked with these students, it became apparent that many of the original ideas, however fine they may have been in their incipient stages, were impractical, if not actually unsafe.

When it was decided to drop a car some 40 feet as a dramatic finale of the show, it became necessary to secure a place which could stand such a demonstration. A site which was centrally located and which could handle a large number of both the students and the people in our city was required.

The students soon saw the need to seek a large number of persons to help in this undertaking. Our county school director of safety was called on by the students to lend his technical assistance. The mayor and city manager were contacted and sold on lending their support. The safety committee of the St. Petersburg chapter of the Red Cross secured the enthusiastic participation of two of its members who worked in planning the show. The city police department and fire department lent invaluable service, being consulted many times in planning and in the final staging of the show. The chief of the traffic division spent much time in supervising the production. The city recreation department helped in securing seating facilities.

It was decided that Friday the 13th would be an ideal time to stage a show of this nature. A school assembly brought the evening performance to the attention of the students. At 8:00 p.m. some 3,000 persons were on hand to witness "Murder on Wheels."

The various acts included a demonstration of what happens to men who are normally courteous as pedestrians when they are behind the wheel of a car. They tend to become real monsters with the power of the car in their hands. The folly of piling too many riders in a car was demonstrated by simulated accidents. The need for proper apparel at night was demonstrated by the use of car headlights in both the high and low position. It was shown how a person with dark clothing was almost indiscernible, whereas one with lighter clothing could be spotted fairly easily.

Our city mayor was called upon to time one of the events in which two drivers, leaving one minute apart, drove a course through the downtown streets of our city. One driver

MR. WHITTIER is principal of St. Petersburg (Fla.) Senior High school.

observed all of the rules and regulations of the road including proper speed limits at all times, while the other driver followed all the rules of the road except the limits on speeding. The difference in time in covering the same route was so little as to present in startling manner the uselessness of taking the risk of speeding.

Another dramatic episode included the burning of an old car and the call for the fire department with its chemical equipment to extinguish the blaze.

A dramatization of an accident was planned in which one of the students played the part of the careless pedestrian and became the victim of a hit-and-run driver. The police squad car arrived at the scene and demonstrated the use of the two-way radio in bringing an ambulance for the injured person.

The final and probably the most dramatic episode occurred when a car, hoisted 40 feet into the air at the beginning of the show, was dropped on its radiator.

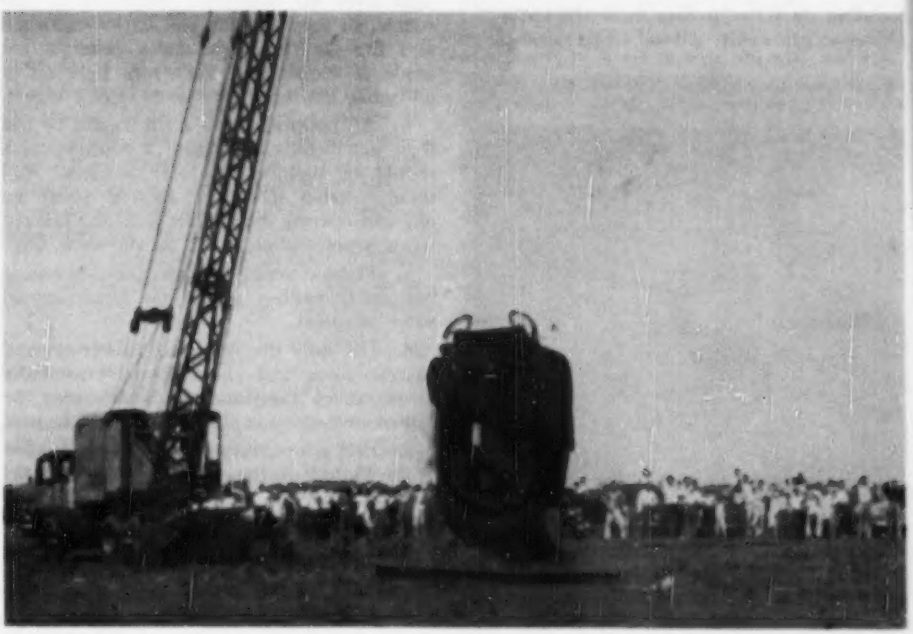
Throughout the performance one of the local radio announcers served as master of ceremonies and explained all activities over a public address system. Dr. Herbert J. Stack, director of the Center for Safety Education, New York university, was present to give a short talk.

It is interesting to note through this show the degree of enthusiasm which can be engendered by energetic, enterprising students. They received the necessary guidance from various members of the school organization and successfully solicited the co-operation of the city manager, mayor, city police and fire departments, Red Cross chapter, members of insurance companies, a local cab company, and several automobile dealers, who all united to make this safety show memorable.

That these students gained valuable experience readily became apparent as they found it necessary to make arrangements for the use of a parking lot as a stage and the securing of other facilities. The frailties of human nature at many points provided a chance to exercise the skills necessary to reach an understanding.

These students can also appreciate the amount of work necessary to put on a show of relatively short duration. This kind of show we feel is unique because of the degree of pupil participation and execution. We know that students can not only dream up good ideas but can overcome many obstacles and reach a satisfying goal.

At the end of the show, the car was dropped on its radiator.



safety education data sheet—

No. 49

BATHROOM HAZARDS

STATISTICS

1. In an analysis of 987 deaths caused by home accidents, according to the National Safety Council, 3.5 per cent of this number occurred in the bathroom. Nonfatal injuries were not recorded, but they are numerous.

THE PROBLEM

2. Since the bathroom is a relatively safe room in comparison with other rooms in the house, such as the bedroom and kitchen, the problem is to learn about the hazards that may arise and, in avoiding them, move still another step toward a completely safe home.

HAZARDS AND PRECAUTIONS

Electricity

3. A combination of water and electricity is always dangerous. *Never* touch *any* electric fixture or appliance with wet hands or while standing on a damp floor or in the bathtub. Doing so can easily be fatal. The safest plan is *not* to have electric appliances in the bathroom. (This does not include electric razors, since they are designed and tested for safe use in bathrooms.) If there *must* be electric appliances in the bathroom, place them where they cannot be reached from tub or washbowl.

Do not operate switches while in tub, while hands are wet or when touching faucets, water pipes, etc.

4. This refers, of course, to all electric appliances, but chief among these offenders are portable radios, electric heaters and dryers. Electrocutions are frequent among persons who, sitting in the bathtub, or while still wet, snap on switches to such appliances.

5. Still another very large offender is the light over the washbowl when controlled by a metal pull chain—unless an insulated link is installed into chain about one inch from the opening of the shell. Simultaneous contact with the brass portion of the light socket or the pull chain and a metal water faucet completes an often-fatal circuit. If there is a light over the washbowl controlled at the source, be sure that the pull device or switch and the outside of the light socket is *not* made of metal, and don't turn light on or off while touching any other metal object.

6. All bathroom pull cords should be just that, *not* metal chains, and, if possible, cords should be replaced by wall switches. And these switches should be located where no one can operate them while touching faucets, water pipes, radiator, etc., at the same time.

7. Plates covering light switches, the switch buttons themselves and screw heads should *never* be metal.

8. Use only the very best rubber-covered electric cords and check them occasionally for signs of deterioration, which may be caused by excessive humidity in bathroom.

9. If it is necessary to use electric heaters in the bathroom, they should be of the panel type or otherwise recessed in the wall and properly grounded. Aside from danger of contact with water and electricity, nonrecessed heaters may be responsible for severe burns if a person should slip or stumble into one in the usually limited confines of a bathroom.

Portable heaters may also be the cause of fires if placed close to towels, clothes, etc.

Falls

10. Water, slippery porcelain tub surfaces and soap can cause falls that may easily result in serious injury or death. Have a good grabrail firmly anchored in wall over or at side of tub to hold onto and prevent possible disastrous falls. One of the really efficient types of grabrail is L-shaped. This type offers bathers a safe handhold while sitting, standing, or getting in and out of the tub; also, shower curtain rods should be anchored firmly. A bather feeling himself slipping may grab for the nearest support, which is likely to be the shower curtain or rod. Rods should be securely fastened with long screws into the studding—not merely to the lath and plaster.

11. Avoid falls caused by slipping on soap by having a good soap container (preferably built-in type and one that will hold even tiny pieces of soap). When not using soap, always put it in the soap dish; don't leave it in the tub.

12. Provide some type of nonslip device in tub and/or shower combination.

13. Bathroom floors must also be of a nonslippery nature. A large firmly-anchored bath mat is an additional safeguard.

14. Another slipping hazard could be caused by drying clothes in the bathroom. Hang them so they drip into the tub—not on the floor.

Burns

15. Remember that bath water can cause fatal scalds. Always test it first. And never leave a small child alone in the bathtub—or the bathroom itself for that matter. Keep bathroom door shut so that very small children cannot wander in and possibly be injured before they are discovered.

16. Safe bathrooms will contain a mixer faucet on the washbowl and a mixer valve or faucet in the shower. Don't run the water too hot.

Cuts

17. Possibly the two biggest cut hazards are razor blades and porcelain faucet handles.

18. Dispose of used razor blades in a closed container with a slot just large enough for the blades. If possible, have a wall slot above the washbowl. Razor blades then fall harmlessly between house walls.

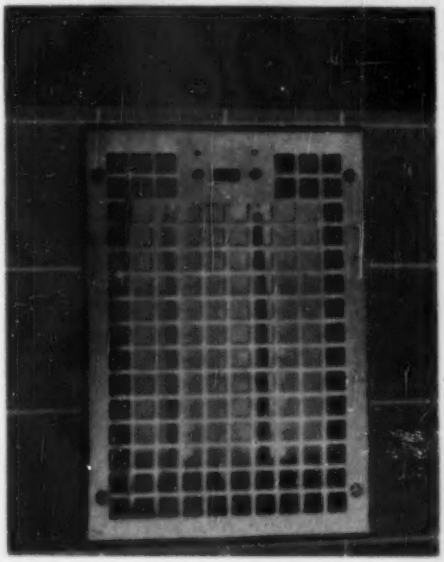
19. All porcelain handles are a definite hazard. They should be replaced with ones of metal or other safe material. Their manufacture has been discontinued, but many such handles are still in use. They often break with such force that extremely serious cuts are caused. Severed arteries, ligaments, etc., and even death, have been caused by breaking of porcelain handles, and they break much more easily than is realized.

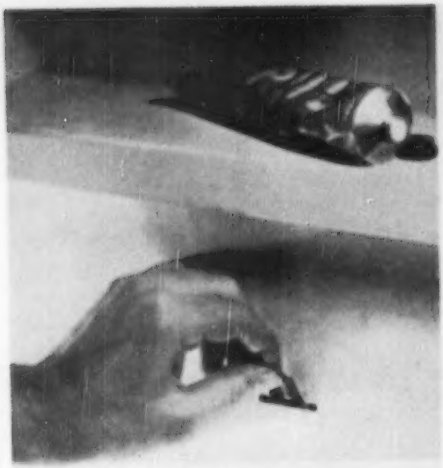
Have strong grabrail firmly anchored in wall over or at side of tub to hold onto to prevent falling.

Poisons

20. Both children and adults must be protected from the danger of poisoning often

If necessary to use electric heaters in bathroom, they should be panel type or otherwise recessed.





If possible, have a wall slot above the washbowl so used razor blades fall harmlessly between walls. If it is not possible, dispose of blades in closed container with slot just large enough for blades.

Every medicine cabinet should have a "childproof" section in which can be *locked* poisons, drugs, etc. And both adults and children must be exceedingly careful in handling drugs, medicines, etc., especially those that are poisonous.

caused by carelessness or a poorly placed or poorly arranged medicine cabinet. Children are curious and can climb. It is a simple matter for them to climb from toilet (or some other convenient object) to the washbowl and reach the medicine cabinet.

21. Every medicine cabinet should have a "childproof" section in which can be *locked* dangerous drugs, laxatives, astringents, mouthwash, antiseptics, sleeping tablets, alcohol, etc.

22. Instruct older children that they must *never* take *anything* out of the medicine cabinet without permission.

23. Plainly mark all poisons or other substances that would be harmful if used improperly or taken internally. An extra safeguard is to seal them with a strip of adhesive tape over cap or cork or to use pins which protrude from the cork.

24. *Never* take medicine in the dark. Turn on the light and double check what is being taken or used.

25. Do not use prescription medicine without knowing for sure what it is, and empty all prescription medicine after its purpose has been served.

26. When disposing of partially filled bottles, empty contents down drain and rinse containers before discarding. Children will thus be prevented from being poisoned by contents of bottles found in trash cans.

General

27. Place all clothes hooks on back of doors, or elsewhere in bathroom, above eye level so no one can get face or eye injury.

28. Keep in mind that painful and often severe head injuries can result from bumping head on open medicine cabinet door. Keep door shut when not using the cabinet.

29. Provide lock on bathroom door which can be opened from the *outside*. If children should lock themselves in bathroom or if they or anyone else should be injured while locked in, valuable time would be lost opening door.

30. Don't use more than one type of cleaner for toilet, bathtub, etc. at the same time. There are cleaners and solvents which, if used simultaneously, will produce deadly gases.

SOURCES

31. Bathroom Hazards. Safety Instruction Card No. 407. Chicago, Ill.: National Safety Council.

32. In Hot Water. *Home Safety Review*. October-November, 1948. p. 3 f.

(Please turn to page 39)

Evaluating the School Safety Patrol

by ROBERT JONES

WE MADE this evaluation because:

1. We are apt to take for granted an established institution.
2. We wanted everyone connected with the safety patrol to understand it thoroughly.
3. We sought an honest appraisal of what we were doing.
4. We sought information in areas in which we might do better.

Procedure

Those concerned with the evaluation were the boys of the patrol, parents of patrol members, teachers in the school, and children in the school. A different questionnaire was made out for each group and the findings were tabulated and analyzed. A building meeting of the faculty was given over for the report. The patrol members attended this meeting and told the staff in what ways they had and had not been of help to the patrol. Discussed also were ways in which the staff might co-operate with the patrol in enforcing safety rules. For example, it was felt by the patrol that a uniform method of punishment was needed to handle violators.

The faculty then made a general evaluation of the patrol and the following proposals were submitted:

1. Girls as well as boys should serve on the patrol.
2. The patrol should be responsible for an educational program in the school.
3. The patrol should put on a safety assembly at the beginning of the school year.
4. The patrol should have a part in the program of the preschool party at the end of the school year.
5. The patrol should put on one program each year for parents and teachers.
6. Three times each year the patrol should send home letters to parents indicating ways in which they can help in safety.
7. A proposal acted upon immediately was the appointment of a committee to purchase storm capes for the patrol.

MR. JONES is sponsor of the school safety patrol of Minnequa school, Pueblo, Colo.

The sponsor and the patrol members have gone to work immediately on the recommendations and hope everything will soon be carried out.

General Conclusions

A. Questionnaire to parents

1. Do you think your child has profited from being on the patrol? If so, how?

All parents expressed the opinion that their children had profited by being on the patrol. Typical replies are these, "Being on the patrol has taught my child to be punctual; receive orders in the line of duty and perform them to the best of his ability; to be of service to others; accept responsibility; to be happy, courageous and clean, both physically and morally."

It has given him the self-confidence which he lacked, by taking part in doing something important in the welfare of others.

2. Do you approve of the patrol? Why?

The feeling was that the patrol served to illustrate how children tend to accept responsibility when they can be of service to others. The patrol also provides the members with what may be their first opportunity of belonging to an organization and thereby offering a chance to demonstrate their ability and to gain the self-confidence they need. The patrol was also approved because it helps to insure the safety of the student body by making everyone safety-conscious.

3. What suggestions do you have for improving the patrol?

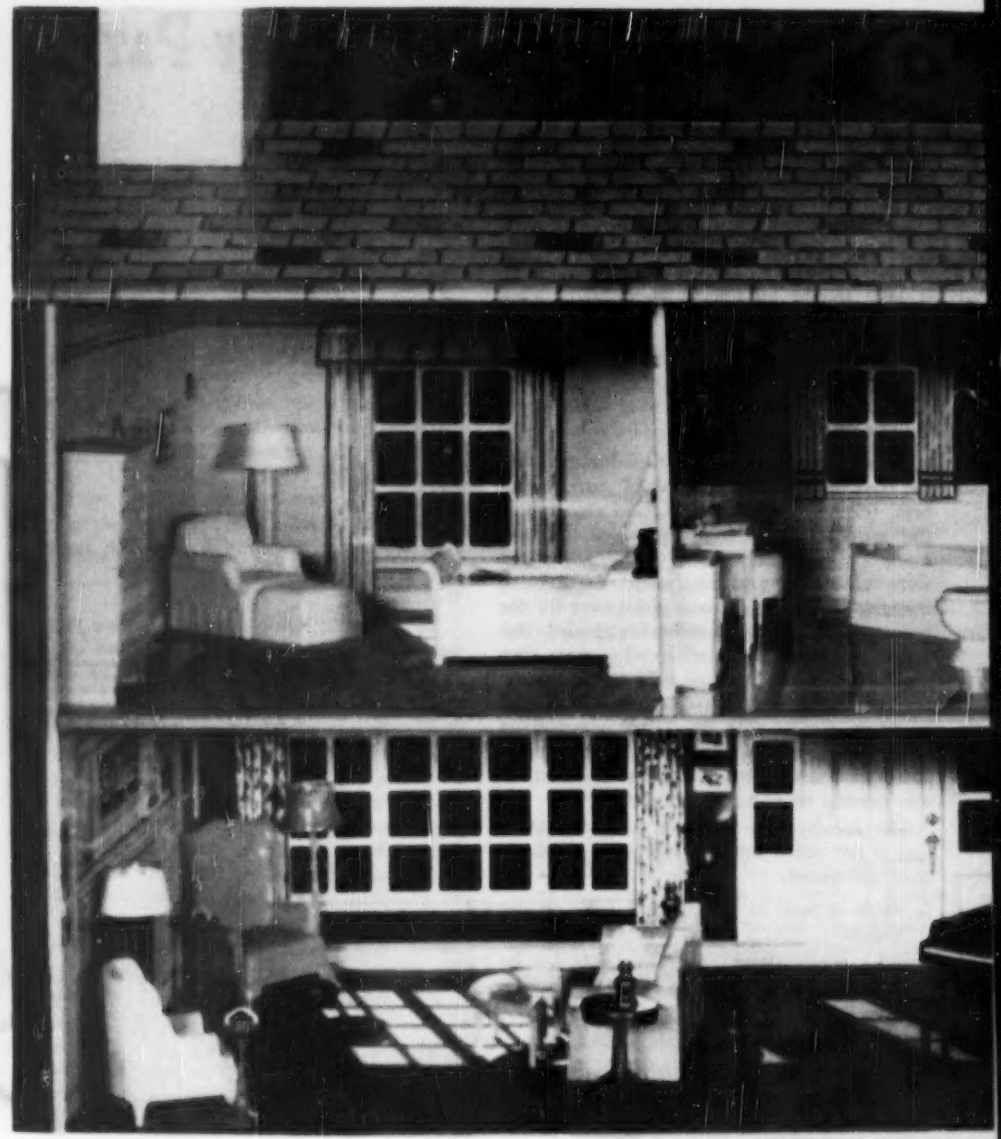
Most of the parents felt the patrol was functioning efficiently. The two most pertinent suggestions were to provide the patrol with storm capes and to make a special effort to recognize the services rendered by the patrol. Both suggestions were acted upon; storm capes were purchased and a special assembly was called.

B. Questionnaire to the teachers.

1. Has the patrol helped any of the members you have observed? How?

Some teachers said they had not had occasion to observe the patrol very closely. The

(Please turn to page 36)



Living Room

Smooth, wall to wall carpet gives sure, nonslip footing. The traffic ways through the room are not impeded by the furniture. Ash stands are plentiful. Fire screen is built in. There are no trailing extension cords.

Bedroom

Note lamps on chests near bed. Large rug prevents slipping. Furniture does not block doorway nor window.

And All Through the

Kitchen

Furniture is arranged conveniently and safely. Storage cabinets are on walls; everything is safely stored so young persons will not get hurt.

House—SAFETY!

Bathroom

There are no electric appliance pull chains. Rack is furnished for towels and hamper for soiled linen. Medicine cabinet is kept closed when not in use.

Sundeck

Railing is high enough to keep small children from falling over it. This is good living space in warm weather. Umbrella is provided for shade to prevent sunstroke.

Nursery

Crib is away from window. Playpen is provided for child. There is ample storage place for toys.

ROY ROGERS SAFETY AWARD

THE Roy Rogers Annual School Safety Awards committee, at a luncheon held recently in Los Angeles at Beverly Hills hotel, selected the three winning elementary schools from more than 5,000 participants in the 1949-50 National Accident Prevention Campaign for Elementary schools.

First award went to the Balboa school, Glendale, Calif.; second award to the North Hi-Mount school, Ft. Worth, Texas; and third award to the Central school, Hutchinson, Kan.

The committee, selecting the winners, was headed by Roy Rogers, Maureen O'Sullivan, June Havoc, Ann Sheridan, George "Gabby" Hayes, and Wayne P. Hughes, director of the school and college division of the National Safety Council. Dr. Hughes went to Hollywood especially for the event.

The "King of the Cowboys" will make a personal visit to the Balboa school in Glendale, for the presentation of the trophy.

First, second and third awards are gold, silver and bronze replicas of "Trigger," respectively. The statuette of Roy Rogers' beloved riding pal will be mounted on a solid walnut wood base 6 inches high and the likeness of "Trigger" will be 14 inches tall. "Trigger" is considered to be the "smartest horse in the movies" and is the equine idol of millions of children throughout the world.

Selection of the awards was decided on the basis of creative excellence for accident prevention programs for the school children. Only schools which have gone through a complete year without a single injury are eligible for final judging. Each of the final participants submitted a campaign book of its safety activities especially stressing its educational program for its pupils.

Members of award committee were—left to right—George "Gabby" Hayes, June Havoc, Roy Rogers, Maureen O'Sullivan, Ann Sheridan, and Wayne P. Hughes, director, School and College division, National Safety Council.

December, 1950

Lower Elementary Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies, science and safety

Sketch S9048A

For Happiness Give Safety

HOME SAFETY

Copy and—
Circle correct answer

Santa Asks You Some Questions

Let's Talk About the Sketch.

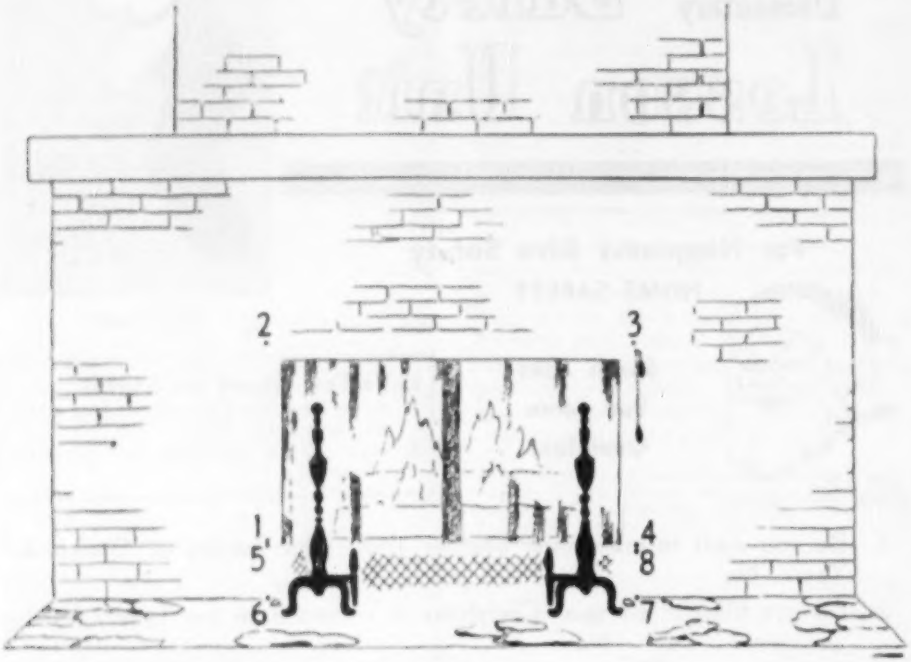
1. Is the toy in the Christmas stocking a safe toy for a child? Why?
2. How can you give safety as a Christmas present?

1. Do you want to make your Mother and Father happy at Christmas? Yes No
2. Do you think it will spoil Christmas if someone in the family has an accident? Yes No
3. Are you willing to make your home safe at Christmas? Yes No
4. Will you put Christmas wrappings and trash in the wastebasket? Yes No
5. Will you pick up your toys? Yes No
6. Will you keep the stairs clear of toys at all times? Yes No
7. Will you keep away from candles and matches? Yes No
8. Will you stay away from the stove when meals are cooking? Yes No
9. Will you keep from fighting with your brother or sister? Yes No
10. Will you hang up your clothes? Yes No
11. Will you close cupboard doors and drawers? Yes No
12. Will you play in the yard—not in the driveway or street? Yes No
13. Will you touch electric toys only when your hands are dry? Yes No
14. Will you help keep dangerous toys away from babies? Yes No
15. Will you wipe up spilled water or food so that no one will slip on it? Yes No

Prepared under the direction of Helen Halter Long, principal, Chatsworth school, Larchmont, N. Y.
1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

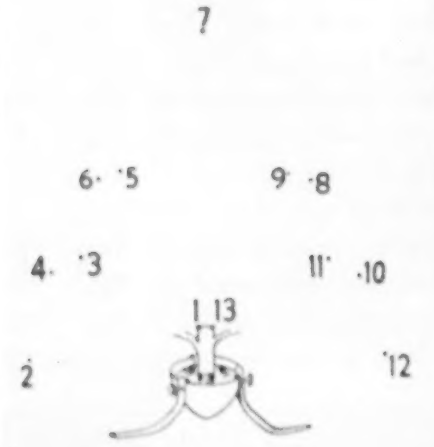
Christmas Home Safety

Copy and—
Connect the dots to complete each picture. Tell why each safety suggestion is true.

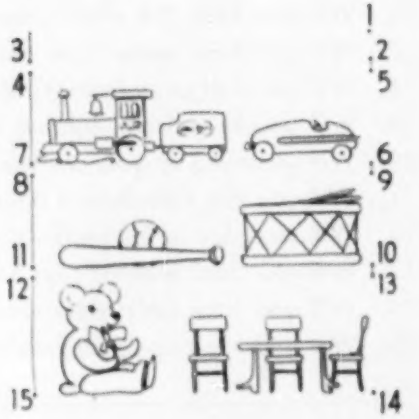


Keep the sparks inside the screen.

(Sketch by Eleeda Malcom, art teacher, North Junior High school, Niagara Falls, N. Y.)



Keep your tree fresh in a holder with water.



Keep your toys on shelves or in a box.

December, 1950

Upper Elementary Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies, science and safety

For Happiness Give Safety

HOME SAFETY

Sketch S9048A

Copy and—
Check the things that bring happiness and safety at Christmas.
Tell *why* or *why not.*

You Give Happiness and Safety When You . . .

_____**1.** Put Christmas wrappings in a wastebasket or carton.

_____**2.** Leave skates or games on the stairs.

_____**3.** Pick up your clothes or shoes.

_____**4.** Pick up soap, wipe up any splashed water, and hang up towels in the bathroom.

5. Move any piece of furniture that you have used back to its proper place in the room.

_____**6.** Try to fix an electric toy when it sparks and sputters.

_____**7.** Stand on a cupboard drawer to try to reach the top shelf.

_____**8.** Keep babies and young children away from the kitchen, especially away from the stove.

_____**9.** Leave your rubbers or overshoes in the doorway.

_____**10.** Keep your parents informed as to where you are.

_____**11.** Keep from touching anything electric when your hands are wet.

_____**12.** Are careful about bumping into older people.

Let's Talk About the Sketch

1. Would the toy in the sketch be safe for a young child? Why?
2. What kind of toys are *not* safe for young children?
3. How can you give happiness at Christmas by keeping safe?
4. How can you give happiness at Christmas by keeping others safe?

Christmas Hints

Copy and—
Fill in the blanks.

1. Keep your Christmas tree fresh by keeping its trunk in _____________

2. Place your tree away from _____________

3. Light your tree with _____________

4. Too many sets of lights on one outlet may overload a _____________ causing _____________

5. All frayed electric light cords should be _______

6. When the family goes visiting, tree lights should be turned _________

7. Metallic tinsel should be kept away from _____________

8. Dispose of your Christmas tree by January _____

Answers to "You Give Happiness"—1, 3, 4, 5, 8, 10, 11, 12 bring happiness. **2, 7, 9** may cause falls. **6.** All you should do is turn electric current off and disconnect. Only an electrician should repair electric toys or appliances in order to prevent serious shock.
Answers to "Christmas Tree Hints"—1. water; **2.** radiator or stove or fireplace; **3.** electric lights; **4.** circuit, a fire; **5.** replaced; **6.** off; **7.** electric lights in order to prevent a short circuit and a fire; **8.** Jan. 2, in order that it will not become a fire hazard as it gets dryer.
Answers to "Let's Talk About the Sketch"—1. Yes, because it is soft and the eye could not come off and be swallowed. **2.** Toys with sharp edges or toys that can be swallowed or electric toys which could cause shock. **3.** You can imagine how much unhappiness there would be in your family if an accident at Christmas caused you to be under the doctor's care or in the hospital. **4.** If you prevent a fall or some other accident to the baby in the family, your parents, or your grandparents, you are certainly giving them happiness.

Prepared under the direction of Helen Halter Long, principal, Chatsworth school, Larchmont, N. Y.
1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

Make This Home Safe

Copy and—

Place each of the following pieces of safety equipment in this home by writing the number of that equipment in the space where you think it belongs in this house. Tell why it is important for safety. If you think that more than one of any item is needed, put the number in all places.

1. STEPSTOOL

2. FIRE SCREEN

3. NONSKID RUG BASE

4. SHELVES FOR TOYS OR GAMES

5. BANNISTER

6. GRAB RAIL

7. COVERED METAL CAN FOR OILY RAGS

8. NIGHT LIGHT

9. OUTSIDE LIGHT

10. ASBESTOS COVERED IRONING BOARD AND IRON REST

11. LARGE ASH TRAYS THAT WON'T TIP OVER EASILY

12. POTHOLDER MITTEN

Answers to "Make This Home Safe"—1. important to survive to prevent fires. 2. are vitally important to prevent sparks from starting a fire. 3. wonderful here under rugs anywhere in the house. 4. children to children's rooms to provide orderly place for toys and games so that others won't fall over them. 5. important to banisters to prevent falls; could also be outside. 6. to handrails to prevent falls. 7. to kitchen to prevent rags catching and be spontaneous ignition. 8. to hall or bedrooms or bathroom—precisely in all—to prevent falls. 9. at all times outside doors to give good outside light and to prevent falls. 10. to kitchen to prevent fires. 11. at a number of places in the house to prevent fires. 12. hang near stove in kitchen to have handy for use so as to prevent burns.

December, 1950

Junior High Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, social studies, science, home economics, guidance and home room

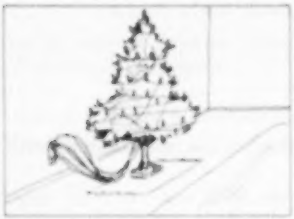
Make Yours a Safe Christmas

HOME SAFETY

Sketch S9049A

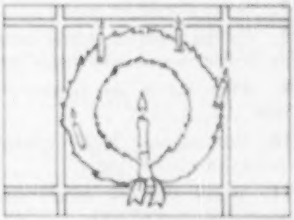
Is It a Safe Home Practice? You Be the Judge.

Copy and—
Check the correct answer to each question and tell why.



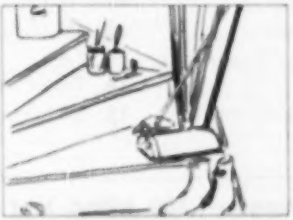
1. Yes ☐ No ☐

2. Yes ☐ No ☐

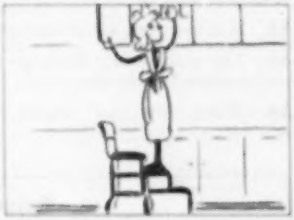


3. Yes ☐ No ☐

4. Yes ☐ No ☐



5. Yes ☐ No ☐



6. Yes ☐ No ☐

7. Yes ☐ No ☐

8. Yes ☐ No ☐

9. Yes ☐ No ☐

Prepared under the direction of Forrest E. Long, chairman of the department of secondary education, New York University, New York, N. Y., and Helen Halter Long, principal, Chatsworth School, Larchmont, N. Y.
1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

Home Killers

Copy and
Fill in the blanks.

Falls—15,700 killed last year.

Prevention Measures

1. Concrete sidewalks should have surfaces that are slightly _____.
2. Basement stairs should have _____.
3. The basement floor at the bottom of the stairs should be painted _____.
4. Icy walks should be _____.
5. Furniture should be arranged to allow unobstructed _____.
6. Rugs should be fastened down or laid on a _____ pad.
7. Floors should be waxed _____.
8. For the safety of elderly members of the family, bedrooms and halls should have _____.
9. When not in use, bureau drawers should be kept _____.
10. For reaching high cupboards and the top shelves of closets, use a _____.
11. Wires and low fences should be brightly painted or marked with _____.
12. Small rugs should be kept away from the head and foot of _____.
13. Stair carpeting should be fastened _____.
14. The yard should be kept free from holes, nail-studded boards, and _____.
15. Wells, pits and cisterns should be kept securely _____.

Burns—4,700 killed last year.

Prevention Measures

1. Ashtrays should be _____.
2. Fireplaces should have _____.
3. At regular intervals, furnaces, chimneys, and flues should be _____.
4. To prevent rapid spread of fire in walls and partitions, construction should include _____.
5. Oil heaters and stoves should bear the label of _____.
6. The use of gasoline or kerosene to quicken a fire is _____.
7. Dry cleaning should not be done at _____.
8. Gasoline, kerosene, naphtha, benzine, lighter fluid, many antifreeze solutions and insecticide sprays are _____.
9. Curtains should not be used near _____.
10. For the storage of oil mops or oily rags use _____.
11. Lamp cords should be kept out from under _____.
12. Before making repairs or adjustments, electric household appliances should be _____.
13. Electric fixtures should not be touched when hands are _____.
14. Frayed electric cords should be _____.
15. For disposal of ashes use only containers of _____.

Poisonings—1,400 killed last year.

Prevention Measures

1. Each time before taking medicine make it a habit to reread the _____.
2. Old medicines should be _____.
3. Medicines should be kept out of reach of _____.
4. Provide separate storage space for poisonous cleaners, such as _____.

Senior High Safety Lesson Unit

December, 1950

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, American history, American problems, science, home economics, guidance and home room

Sketch S9049A

Make Yours a Safe Christmas

HOME SAFETY

Last year, like every other year, the Christmas-New Year holiday season was the most hazardous single period of the year. Not only were traffic accidents high, but also the death and injury total from burns was high. If you want a safe Christmas for your family and yourself, knowledge and care are essential.

One area of home safety about which the public, according to life insurance statistics, does not seem to have sufficient knowledge is that of flammable liquids.

Check yourself on this test.

Flammable Liquids Safety Test

Copy and—

Underline *all* correct answers. In some cases more than one answer may be correct.

1. Gasoline is
   a. slightly flammable
   b. highly flammable
2. Gasoline vapors mixed with air are
   a. explosive
   b. nonexplosive
3. If gasoline stored in a closed container without a vent should expand with heat
   a. it may rupture its container
   b. it remains harmless unless in contact with a flame
4. A small percentage of gasoline vapor in the air
   a. is harmless unless in contact with a flame
   b. creates an explosive mixture
5. To pour only a little gasoline into a small pan in a room
   a. is safe
   b. is dangerous
6. At temperatures below freezing, gasoline
   a. gives off explosive vapors
   b. does not give off explosive vapors
7. Gasoline vapors may burn at as great a distance as
   a. 50 feet from point of use
   b. 200 feet from point of use
8. Gasoline vapors may explode from
   a. the flipping of an electric switch
   b. the friction of rubbing a cloth
   c. the spark from a cigarette
   d. a pilot light on a stove
   e. the pouring of gasoline from one metal container to another
9. Kerosene
   a. gives off explosive vapors when slightly heated
   b. gives off explosive vapors only when heated to the boiling point
10. The following are flammable liquids
    a. ether
    b. benzine
    c. naphtha
    d. alcohol
    e. many antifreeze solutions
    f. kerosene
    g. gasoline
    h. lighter fluid
    i. insecticide sprays
11. Kerosene poured into a firebox that is still warm from previous use
    a. may explode
    b. may give off poisonous odors
12. The following are *safe* practices
    a. sending clothes to the dry cleaners
    b. cleaning clothes with gasoline or naphtha
    c. quickening a fire with gasoline or kerosene
    d. storing gasoline in the cellar
13. For cleaning spots on clothes
    a. use a flammable cleaner
    b. use carbon tetrachloride
    c. use a nonflammable nonexplosive cleaner
14. Before using insecticide sprays
    a. disconnect electric equipment that might cause sparks
    b. be sure that there is no open flame or lighted cigar, cigarette or pipe anywhere near
15. Lighter fluid should
    a. always be kept in a large open container
    b. always be kept in a small closed container
16. When pouring gasoline
    a. always keep the containers in contact or use a metal funnel in contact with both containers
    b. keep open flames away
    c. pour while engines or motors are running
17. Gasoline should be stored
    a. in the house
    b. in open containers
    c. in closed, specially marked containers, outside the house
18. Gasoline and kerosene
    a. should be stored in containers similar in size and shape
    b. should be stored in containers different in size and shape
19. Gasoline and kerosene fires should be fought with
    a. water from hose or bucket
    b. sand
    c. special commercial type extinguisher

Prepared under the direction of Forrest E. Long, chairman of the department of secondary education, New York University, New York, N. Y., and Helen Heiter Long, principal, Chatsworth School, Larchmont, N. Y. 1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

The Modern Kitchen and Home Safety—
What Every Young Woman *and* Man Should Know

Probably there isn't a woman or man who wouldn't like to have a modern kitchen. It is easy to understand why a kitchen would be not only more efficient but also much safer, organized into working centers like these—(1) dishwashing and cleaning, (2) food storage and preparation, (3) cooking and serving, (4) housekeeping.

Store in Dishwashing Center

Paring and cutting knives
Vegetable peelers
Knife sharpener
Fruit juicer
Vegetable brushes
Can and bottle openers
Dishpan and drainer
Plate scraper
Soap, scouring materials
Paper towel holder
Paper towels
Wastebasket
Garbage container and liners

The difficulty is that many people are not in a position to do expensive remodeling—perhaps they are renting or perhaps they don't intend to stay in their present home. Should they feel, therefore, that a modern kitchen must remain a future dream? No, for without expensive remodeling, there are many things that can be done to streamline a kitchen.

Read over the following list. If your kitchen could use some modernization, talk over with your parents the possibilities of some minor improvements. As a Christmas present you might offer to help with the reorganization.

Rearrange storage of articles, placing them in the "center" in which they are used. Remove "extra" utensils infrequently or never used. Discard them or store in the basement where they can be found but will not crowd frequently-used items.

For storing pie pans, trays, lids, etc., build vertical racks to fit a large shelf or drawer.

Store condiments and other small supplies alphabetically on movable step-back shelves.

Replace all light-weight, wobbly pots and pans that have poorly-fitting lids with heavy flat-bottomed pans having tightly-fitting lids and heat resistant handles. Remember that such pots and pans are not only safer to use, they also retain the vitamins in cooking and are recommended for health reasons.

Install a knife rack or specially-organized cutlery drawer.
Add a sturdy stepstool.
Prepare a cleaning basket with cleaning materials that can be carried easily from room to room.
Provide a covered metal can for dust rags.
Equip housekeeping closet with hooks for brushes.
Provide storage space for all poisonous cleansing agents in a separate section out of reach of children.
Remove curtains or towel racks near gas stoves.

Store in Preparation Center

Baking pans
Cookie sheets and cutters
Rolling pin, pastry board
Pastry blender and brush
Casseroles, custard cups
Egg beater, flour sifter
Measuring cups and spoons
Grater, strainer
Kitchen cutlery
Refrigerator & mixing bowls

Store in Cooking Center

Roasting and frying pans
Saucepans and covers
Coffee and tea pots
Potato masher
Salt, pepper containers
Spatulas, pancake turner
Cooking spoons and forks
Cake racks
Double boiler, tea kettle

Can You Fill in the Missing Lines?

Ouch! It might have hurt much more
To bang into that open door.
Those drawers and cupboard doors ajar
1. ______________________

It's fun to peer beneath the lid,
But so you won't regret you did,
Just tip the far side first—or you
2. ______________________

Meal-making's safer, more a treat
When table tops are clean and neat;
And when equipment's safely in place,
3. ______________________

Answers to "Flammable Liquids Test"—**1.** b; **2.** a; **3.** a; **4.** b; **5.** b; **6.** a; **7.** a, b; **8.** a, b, c, d, e; **9.** a; **10.** a, b, c, d, e, f, g, h, i; **11.** a; **12.** a; **13.** b, c; **14.** a, b; **15.** b; **16.** a, b; **17.** c; **18.** b; **19.** b, c.

Answers to "Can You Fill in the Missing Lines?"—Any good rhyming line is correct.
1. May cause a bump perhaps a scar.
2. May have your face steamed with the stew.
3. It helps keep a smile upon your face.

ANNIVERSARY

Chicago, Ill.—Under the very able and unobtrusive supervision of the staff, the School and College division reception at the 38th National Safety Congress and Exposition was again this year an outstanding success.

As usual, everyone attending the School and College sessions was invited. And since the purpose of these receptions is to "break the ice," renew old friendships and help newcomers to get acquainted, the reception is held each year on the first afternoon of the Congress.

Attendance numbered around 400, and the "receptionees" had the opportunity of seeing a veteran of 25 years of safety work with the National Safety Council receive concrete evidence of appreciation from the Council and special friends.

Marian Telford, senior field representative for the School and College division, was finally let in on the best-kept secret of the Congress when she was called up before the reception guests to be presented with a "25-year wrist watch" from the National Safety Council.

John W. Studebaker, vice president for schools and colleges, National Safety Council, did the presenting, and Wayne P. Hughes, School and College division director, did a manlike job (had to be redone almost immediately by Editor Beckett) of pinning on Miss Telford a beautiful and very rare cabbage rose corsage. The rose was a gift from Miss Telford's original staff and was presented to her by Cass F. Scheer, a former editor of SAFETY EDUCATION.

Since news of the ceremony was kept secret *only* from Miss Telford, a great many of her friends and acquaintances from all parts of the country were present. They represent an impressive segment of leaders in the safety movement today.

After Miss Telford's words of surprised acceptance, the reception settled down to constantly forming and reforming conversational groups.

The National Safety Council will not be giving Miss Telford a watch for her twenty-sixth year of faithful service, but there will be another fine School and College division reception at the 39th National Safety Congress and Exposition, and all participants and their friends are invited.

PATROL GOES COLLEGIATE

Erie, Pa.—Recently, this city was the scene of a major innovation in school patrol leader activities.

Just like downtown, or rather—so now we're on college level—nearly 100 captains, lieutenants and other boy and girl patrol members of more than 40 public and parochial schools attended a one-day, in-service institute at Edinboro (Pa.) State Teachers college.

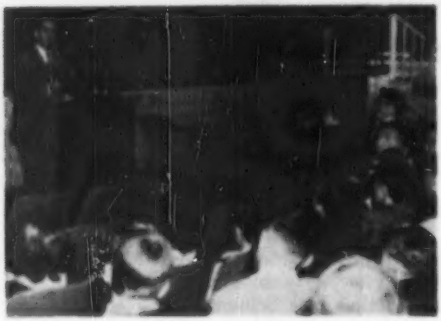
Sponsored by the United Business and Professional Men's club, the program offered education mixed with pleasure for the youths of the city school patrols.

Educational activities included speeches by experts on school patrol functions, school patrol duties, highway safety, the need for leader qualities, and accident procedures in case of an emergency at a patrol post.

Fun-time consisted in part of a luncheon served in the college cafeteria, a tour of the campus, and the opening game between the Edinboro State Teachers college and California State Teachers college.

Some of the major program members were: Angelo Cavell, president of the Business and Professional Men's association; Dr. Van Houten, president of Edinboro State Teachers college; E. R. Abramoski, director of health and safety for Erie schools (and a frequent

visitor to the National Safety Council's annual Safety Congress); Cpl. Leslie Fobes of the Pennsylvania State police; Officer William McKinley, Erie Traffic police; Lt. Joseph Fordham, U. S. Army Air Force; and Thomas Miller, chairman of the accident prevention committee, American Red Cross.



Angelo Cavell, president of Business and Professional Men's association, talks to patrol group.

LA FAYETTE STILL ACTIVE

Chicago, Ill.—La Fayette school is definitely right among those schools that realize the importance of safety and keep working at it.

In December of 1949 the school told in SAFETY EDUCATION of the function of its school safety patrol. Now to the same magazine comes a principal-to-teacher set of suggestions which seem worthy of reprinting.

In part, Principal Ira H. Monell says:

"Accidents do not happen—they are caused. One of the frequent causes of accidents in the public schools is unsupervised play at noontime. The school cannot be held responsible for such accidents. Children must come to school and go home at the time specified by the school; at all other times, the parents must assume full responsibility for the safety of their children.

"Certain items can be safely carried by students in the upper grades but should not be in the hands of lower grade students. There seems to be a large number of 'king size' pencils in the lower grades. These pencils are particularly dangerous because of their length. *Children in the lower grades should never be allowed to carry pencils except in pencil boxes or cases which will protect children from the ends of the pencils.* Under no circumstances should a pencil ever be placed in the mouth. A fall or a push may result in serious permanent disability.

"Under no circumstances should any child be allowed in line if he is eating an all-day sucker, popsicle, ice cream bar or anything which has a stick in it.

"Penholders with pen points should never be carried by any student. If it is necessary to carry a pen, then the point should be carried separately from the penholder. Sharp points can result in very serious injury to any part of the body and especially to the eyes.

"Some very dangerous toys, costumes and attitudes appear during certain seasons of the year. At Halloween time, for instance, many children play with guns, knives, broom handles and various other dangerous items. For some unknown reason this is the season when many breaches of safe conduct are overlooked with the comment 'boys will be boys' or 'Halloween comes only once a year' or 'children must have some fun.' There is never any excuse for failure to observe safe rules of conduct. There is no reason why any child should wear a mask to school. Please hold masks until Halloween.

"Halloween costumes which use sticks over the shoulder, or canes, should be discouraged —especially in large groups. There is too much danger of tripping over canes or being hit in the face or eyes by sticks carried over the shoulder.

"Guns have only one purpose; they are made to kill some other person or some living animal. Much is said in the school, church and home about the value of human life; yet in one hour at the movies, on the radio, or on television, it is not rare to see a program in which six or more lives are taken by the hero and frequently even more by the so-called villain in the show. The widespread use of toy guns should be discouraged. Under no circumstances should any student be allowed to have any type of toy gun. There is an empty drawer in a file cabinet in the office for toy guns.

"Knives can be classified as weapons or sharp-edged cutting tools. No boy should be allowed to carry a knife until he knows how to use and care for sharp-edged cutting tools.

"One important factor in any safety program is 'housekeeping.' Floors in particular must be kept free of any items which may result in falls. Round objects, such as pencils or crayons, are the things which can cause the most dangerous falls. Children should be encouraged to pick up all items whenever they see them on the floor. Sometimes some of these items will be hidden under scraps of paper on the floor."

BARNSTORMING FOR SAFETY

Cattaraugus, N. Y.—Not *too* many years ago, imaginative men predicted, and lived in, the future as they followed a hazardous occupation known as barnstorming.

This simply meant flying an early-vintage airplane about the country from one village to another with the purpose of giving air shows or plane rides for profit. The name came from the landing fields, which were usually some farmer's field—complete with barn. Thus the name.

The men who flew these planes were the pioneers and crusaders for a way of life we now regard as commonplace—easy, efficient airline travel to any part of the globe. These medicine-show men of the skies sold our country on air transportation.

We in the safety field today are still "barnstorming," must sell a product, that, sadly enough, still has a vital need for spielers and drummers. This item is safe driving. Say what you will about the countless articles and campaigns on the subject, our annual traffic accident toll seems to tell the opposite story—that of insufficient promotion. Tremendous strides, however, are being made in the right direction.

To persons who have for years been in the business of fostering safe driving, instituting a driver education course in yet another high school may seem somewhat "old hat," but the fact remains that someone had to pioneer the operation—"barnstorm" his particular town or city. One such pilot who appeared recently on the driver education horizon is Jack Berger, driving instructor at Randolph and Cattaraugus (N. Y.) Central schools, and member of the National Safety Council.

Originally trained as an industrial arts teacher, Berger became interested in driver education and took additional training which qualified him to teach the subject. And here his industrial arts training proved a valuable asset, since he was able to construct several of the demonstration units used in the two schools' first driver education courses.

Townspeople and students questioned about the course agreed that it is one of the most popular and successful courses ever conducted in local schools.

School officials listed Berger's demonstration equipment, ability and enthusiasm as the chief reasons for the course's success.

Not one to rest on his laurels, Barnstormer Berger managed to acquire a full exhibitor's booth at the Cattaraugus County fair, where he was able to show a great many people just what driver education is and how one goes about teaching it.

Some of Berger's self-constructed demonstration units shown at the exhibit were: transmission, steering gear assembly, fuel pump and carburetor, generator, and hydraulic brake system (all with housing cut away so operation could be observed). Also demonstrated were commercial testing and training devices, such as reaction test equipment, magnetic traffic boards, etc.

Of the exhibit (and the local newspapers certainly concurred) Berger said:

"The county fair project was a success, and driver education being new in both schools the past year, I found this, by far, was the best method of acquainting the townspeople with our activities. We not only made a good impression on our own locality but caused interest among teachers and principals from more distant parts of the county. Important to me was that I could talk with other students from around the county and *receive* as well as impart suggestions and procedures that would make *our* driving program even better."

And someday, perhaps, when a traffic accident is such a rarity that it is front-page news, we may wonder why anyone ever found it necessary to crusade for driver education. In the meantime ever-increasing "barnstorming" should be the order of the day.

Instructor Berger demonstrates some of his self-constructed equipment at Cattaraugus County fair.

SAFETY PLAY

Sioux City, Ia.—W. C. Yeager, director of safety education, Whittier school, Sioux City Public schools, and author of an excellent little book for children called "Willie the Safety Rabbit," offers another valuable safety contribution.

This time it is a safety play—"A Visit to Safety Town"—submitted by Mr. Yeager's department and written by Veronica O'Hara of the Whittier school. The play is being mimeographed by the National Safety Council and is offered free to groups who wish to produce it on a nonprofit basis.

Mr. Yeager was very much and very efficiently in evidence at the recent 38th National Safety Congress and Exposition in the capacity of chairman of the Program committee, Supervisors section.

GATEWAY TO SAFETY

Saint Paul, Minn.—Again this year the National Safety Council was happy to see a certain down-to-earth safety worker at the 38th National Safety Congress and Exposition. Quietly he comes and quietly he goes, but his work tells the story in a loud voice. This man is Arthur Kaphingst, veteran gateman at the St. Paul Union station and a real advocate of safety.

For Mr. Kaphingst the term of gateman is at the same time accurate and a misnomer, for there are gatemen and gatemen. There are stolid, noncommittal gatemen; sympathetic g. m., as you just miss your train; belligerent gatemen, and many others; but there is, as far as known, only one dyed-in-the-wool safety gateman. The title is well earned by Kaphingst.

He, in addition to his full-time duties, conducts children on tours of his depot. He shows them, the safe way, what they should do from the time they enter a railroad station until they board a train.

Kaphingst, at first playing to a strictly local audience of small fry, now has visitors from outlying Minnesota and Wisconsin communities. His tours last from one and a half to two hours with each group of youngsters, in which time they learn of the services offered by the Travelers Aid, how to use safely lockers, station stairways, checking rooms, etc.

Practically all tours end with giving the children a priceless, supervised train trip, during which their mentor is able to show them how to ride a train safely. And here is where such instruction really counts, for it is usually the first train ride for most of the youngsters, and they are in the company of "the man who knows about trains," an impressive person to be with at their age.

At the end of each trip, Kaphingst puts his students through an oral test to be sure everyone has benefited by his talks.

His students promise that they will not play on railway property, cross grade crossings without looking carefully for signals and/or trains, and, when traveling, never ride in vestibules or other unauthorized places.

Kaphingst says that school teachers tell him he has missed his calling by not being a teacher, but there is always the question of finding another Kaphingst if he *had* been a teacher. All teachers are not in schools.

19,000,000 CYCLING FANS

New York, N. Y.—John Auerbach, executive secretary of the Bicycle Institute of America, announces that three out of every four boys between the ages of seven and fifteen now own or ride a two-wheel bicycle. This is an all-time world's record for any single country.

And here, says Auerbach, lies a rich opportunity for American schools to lay the groundwork for teaching driver education for the day when these bike owners become motorists.

The bike is a full-fledged vehicle and to be treated as such, so what better chance to teach road safety when children are in their most impressionable years!

The challenge is here, and only the takers (our parents and school systems) can give the answer—good or bad.

According to the Institute, the bike-riding public will reach 25,000,000 within a few years. The nation's school systems can assure those 25,000,000 a safe present and a well-grounded future in safe traffic practices, or they may fumble the ball and a lot of lives.

COMING EVENTS

Nov. 28-29, Columbia, S. C. Thirteenth Annual State-wide Safety Conference (Wade Hampton hotel). John W. Duncan, president, Box 539, Columbia, S. C.

Nov. 30-Dec. 1, Sacramento, Calif. Governor's Highway Safety Conference for the State of California. Contact: W. A. Huggins, executive secretary, Co-ordinating Committee of State Officials on Traffic Safety, 815 Capital Avenue, Sacramento, Calif.

Jan. 8-12 (1951), Washington, D. C. Thirtieth Annual Meeting of the Highway Research Board (National Academy of Sciences), 2102 Constitution Avenue, Washington, D. C.

Views AND REVIEWS

SAFETY TEACHING AIDS

• VISUAL AIDS

AND THEN THERE WERE FOUR. 16 mm. Sound motion picture. Los Angeles, Calif.: General Petroleum company, public relations department. Narrated by James Stewart, movie actor. 27 minutes.

Only once in a great while does one find a film which can be commended for its excellence in every respect. Not only are the photography and the background narration by James Stewart excellent, but the story portrayed is one which will bring a new slant to the present thinking on traffic safety.

And Then There Were Four takes us into the lives of five families; typical families in every respect; typical also in that they all drive automobiles and commit "minor violations" of traffic laws now and then.

This film shows them going through an ordinary day, following them in the morning as they go to work—and re-entering their lives as they start home again in the evening from the successes of the day. It shows their thinking on traffic problems. It gives small glimpses into their day—shows their minor violations and how they react to them.

Each of the five principals in the film seems to think alike on traffic. The high school student, owner of a hot rod; the rich man, called into court for a minor violation; the woman whose husband had died the year before and since then has had to support two children; the young married man who lives with his wife in a housing project court; the odd job doer, who hasn't taken time to fix his brakes or otherwise keep his truck in good working condition—all think alike in traffic.

Related by Mr. Stewart, the film opens in an easy going manner with slowly mounting suspense until the climax is neared. The film takes you along the road the five travel in the morning, and comes back with them in the evening—to the fateful corner where one of them comes to the end of life through a minor violation.

Nowhere in the film, until the very end, is there a hint of who the one person is who dies that day. Each person, with his or her traffic carelessness, is a candidate for the role. Each person left at home that day, having heard the report of the accident on the radio, wonders if her loved one is the one who has been killed.

The film points out forcefully that there is no such thing as a minor violation, and that the thread between a minor violation and a serious accident is only "one tenth of a second" thick.

This film was designed to effect a change in attitude toward driving, and is noncommercial.

And Then There Were Four is suitable for high school driver education classes, and nondriver audiences of high school age, as well as for adult audiences.

Prints may be obtained free by writing to the producer.

• • • PLAYS

A VISIT TO SAFETY TOWN. Primary play. Veronica O'Hara, Whittier school, Sioux City, Ia. 7 pp. Chicago, Ill.: National Safety Council. 1950. Free, if not presented for profit.

The play easily and naturally works in home, school and community safety advice for young minds.

MAGAZINES— various publications recently received containing articles of current interest on safety.

DON'T DRIVE WITHOUT A "MENTAL LICENSE!" Edith Roberts. *Coronet*. Oct., 1950. p. 132 ff.

IS YOUR CAR REALLY SAFE? Walter Adams. *Better Homes and Gardens*. Oct., 1950. p. 126 ff.

WE'VE HAD FIVE FIRES! Frank Knight. *Better Homes and Gardens*. Oct., 1950. p. 158 ff.

TO MY FATHER, I PROMISE. Lou Krieger. *Better Homes and Gardens*. Nov., 1950. p. 6.

Evaluating the Safety Patrol

(Continued on page 19)

reason for this was twofold; one, patrol members come from only the fifth and sixth grades so that all the teachers did not come into direct contact with them, and two, all of the teachers were not fully cognizant of the patrol, its duties and functions. Because of this they paid no particular attention to the patrol. This was the sponsor's fault since he should have had a special orientation period at the beginning of the school year to bring the patrol to the attention of all the teachers. This will be done next year.

Those who observed the patrol closely noticed several favorable changes. They noticed that those members who remained with the patrol gained in self-reliance and self-confidence. A sense of responsibility was developed. Some teachers said the members felt it an honor to belong to the patrol and in order to remain a patrol member they set good examples for the other children. Also they made a special effort to maintain a good scholastic standing. If they missed some important part of a lesson through being on duty, they came to the teacher to find ways in which they could make up lost work.

2. Do you approve of the patrol? Why?

Everyone approved of the patrol and gave the same general opinion, that the patrol promoted safety within the school. They also felt the patrol promoted qualities of leadership, citizenship, a feeling of usefulness, and a sense of responsibility and alertness.

3. What suggestions do you have for the improvement of the safety patrol?

Suggestions offered were: that closer connection with the home and parents was needed in order that parents understand and co-operate with the patrol; also, closer contact with the teachers was needed. In other words, a better public relations program was needed to improve the patrol. A recognition day for the patrol was suggested.

C. Questionnaire to the patrol.

1. Why do you think the school safety patrol is important?

The unanimous reply was that the patrol is important because it protects the student body from accidents and teaches children safety habits.

2. What is your position on the patrol? What are your duties?

Answers were: "to stop the children from crossing the street when cars are coming; to keep children from running across the street; to keep children from getting hurt, to help children and teachers in safety matters."

3. What things do you need to know in order to perform your duties?

"I have to be courteous, know how to keep children on the curb and when to let them cross the street, know the rules of safety, how to obey orders, how to explain safety to children."

4. What thing do you do best as a patrol?

The majority said "prevent children from getting hurt."

5. In what thing do you fail to do your best?

Those who answered this question listed failure to be on duty on time as their worst shortcoming.

6. What things should be done to improve the patrol?

Secure the full co-operation of the teachers and students was first. Next was selection of dependable children for the patrol. Being on duty every day, and being prompt in getting on duty were other important items.

7. Do you think you have profited from being on the patrol? How?

All answered "yes" and said "by learning to take and obey orders, to assume responsibility, to be on time, to be more courteous, and to become more safety conscious."

D. Questionnaire to the students.

Only the children in the intermediate grades filled out the questionnaire by themseves. Approximately 250 answers from this group were usable. In the primary grades the teachers read off the questions and checked the group opinion.

The following is the questionnaire submitted to the students with their responses in the column on the right. The stars indicate the correct response.

As a general statement we can say, on the basis of this questionnaire, that the student body is cognizant of the safety patrol and its purposes. However there is still a need for acquainting some of the students with the patrol.

Summary

We felt that the entire project was very salutary in its effect. For once everyone was

(Please turn to page 38)

SAFETY AT SCHOOL

With the approach of winter, there is also the approach of more hazardous conditions related to the children who will be going to school. There will be those dark days when visibility is poor. This will be the time when it will be important for you to have a properly outfitted School Safety Patrol. Make your selection from the complete stock carried by our company. Here are some of the many items:

● This metal patrol badge will lend official importance to the people on the school safety patrol. Officers' badges finished in gold color, members' in nickel. All complete with pin clasp.

●● All rubber raincoats, made of 100% rubber. Absolutely waterproof, available in yellow, white or black. School, city, or sponsor's name on back. Good the year round.

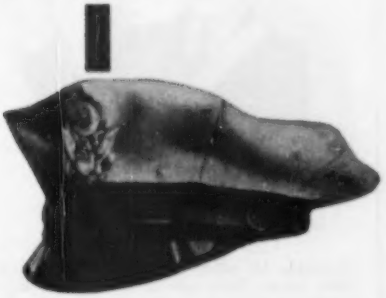
WE ALSO HAVE THE FOLLOWING:

- OVERSEAS CAPS
- FELT EMBLEMS
- PATROL BUTTONS
- CAUTION FLAGS
- RAINWEAR
- ARMBANDS
- RUBBER FOOTWEAR

and the

- "CORPORAL DIGBY" Safety Sentinel

●●● These snappy eight point style gabardine caps may be had in Navy Blue, other colors on special order.



WRITE FOR OUR NEW ILLUSTRATED CATALOG

GRAUBARD'S 266 Mulberry St. Newark 5, N. J.

"America's Largest Safety Patrol Outfitters"

Evaluating the Safety Patrol

(Continued from page 36)

drawn together to think through the value of one of our major school activities. Everyone evidenced real pride in the patrol and our thinking together has brought about an improved program.

SAFETY PATROL

1. What is the School Safety Patrol?
   - *a. Patrols who help us cross streets safely 196
   - b. Patrols who are allowed to "boss" other children 26
   - c. Patrols who are supposed to act as policemen 28
2. Who are members of the School Patrol?
   - *a. Pupils from 5th and 6th grades 185
   - b. Pupils from 4th, 5th, and 6th grades 49
3. How are School Patrol members chosen?
   - a. By the principal and coach 60
   - b. By the teachers 22
   - *c. By the patrol members themselves 140
4. Does your class discuss the duties of the School Safety Patrol?
   - a. Often 151
   - b. Never 19
   - c. Sometimes 53
5. Do you think Patrol members are fair?
   - a. Yes 113
   - b. No 8
   - c. Sometimes 98
6. How often do you notice patrols on duty?
   - *a. Morning 205
   - *b. Noon 187
   - *c. After school 175
7. When asked by the patrol to co-operate in some manner how do you act?
   - a. Always co-operate 108
   - b. Usually co-operate 43
   - c. Do as I please 6
   - d. Co-operate only as long as I am being watched 18
   - e. Depends upon what and how I am asked 62
8. Do you think being a patrol boy is a privilege and an honor?
   - a. Yes 215
   - b. No 18
9. What does your class do when a child is reported by the patrol?
   - a. Twenty-five said nothing
   - b. Stay after school half-hour
   - c. Write the correct and incorrect act
   - d. Draw a picture of the correct and incorrect act
10. What do you think should be done about offenders?
    - a. Majority said keep them after school
    - b. Send to the office
    - c. Take away physical education period
    - d. Send a letter home
    - e. Spanking
11. How do you think we can aid the patrol in maintaining safety?
    By co-operating with the patrol and doing what we are told.
12. Do you think we need the patrol? Why?
    All replied "yes," to protect children in crossing streets. They feel they are careless unless a patrol is there to remind them.

Data Sheet

(Continued from page 18)

33. Inquiring Minds. *Home Safety Review*. August, 1950. p. 4.

34. Is Your Home Danger-Proof? Thomas Fansler. Safety Education. April, 1950. p. 11 ff.

35. Murder Lurks in Your Bathroom. *The American Family*. January, 1950.

36. Safety Features of Modern Plumbing. Russell G. Creviston. *Transactions—33rd National Safety Congress*. Vol. II, Traffic, Commercial Vehicle, Transit, School and College, Home, and Farm Safety. Chicago, Ill.: National Safety Council. 1944.

37. Sneaky Killers No. 9—Alcohol. *Home Safety Review*, E. M. Gearhart, Jr. June-July, 1949. p. 11.

38. Your Farmhouse . . . Planning The Bathroom. Miscellaneous Publication No. 638. 16 pp. Illustrated. U. S. Department of Agriculture. Washington, D. C.: Superintendent of Documents, U. S. Government Printing Office. 1948.

Other Safety Education Data Sheets now available are:

(1) Bicycles
(2) Matches
(3) Firearms
(4) Toys and Play Equipment
(5) Falls
(6) Cutting Implements
(7) Lifting, Carrying and Lowering
(8) Poisonous Plants
(9) Electric Equipment
(10) Pedestrian Safety
(11) School Buses
(12) Flammable Liquids in the Home
(13) Passenger Safety in Public Carriers
(14) Chemicals
(15) Hand Tools
(16) Nonelectric Household Equipment
(17) Sidewalk Vehicles
(18) Camping
(19) Alcohol and Traffic Accidents
(20) Cooking and Illuminating Gas
(21) Solid and Liquid Poisons
(22) Safety in the Gymnasium
(23) Laboratory Glassware
(24) Places of Public Assembly
(25) Fireworks and Blasting Caps
(26) Domestic Animals
(27) Swimming
(28) Small Craft
(29) Play Areas
(30) Winter Driving
(31) Night Driving
(32) Winter Sports
(33) Traffic Control Devices
(34) Safe Conduct in Electrical Storms
(35) Poisonous Reptiles
(36) Motor-driven Cycles
(37) Animals in the Classroom
(38) Railroad Trespassing
(39) Bad Weather: hazards, precautions, results
(40) School Parties
(41) Home Workshops
(42) Horseback Riding
(43) Hiking and Climbing
(44) Hook and Line Fishing
(45) Summer Jobs—Farm
(46) Safety in the Woodshop
(47) School Fires
(48) Unauthorized Play Spaces

Data Sheets from Safety Education are available for a small fee from the National Safety Council, 425 N. Michigan Avenue, Chicago 11, Ill.

Santa Visits Radio Station

(Continued from page 1)

On another broadcast I had a group of children in their early teens who are enrolled in a foreign born class. These children from our Stephens school have only been in this country a few months. There were youngsters from Yugoslavia, Italy, Holland, France, Sweden, and China. In my interview with them we chatted about how home fires were prevented and fought, the kinds of fire engines and equipment in their respective countries, the varying ways of turning in the fire alarm, how traffic was controlled, bicycle hazards, safety patrols, etc. The kids really came through in good style including a little opening poem by the Chinese lad to the effect that he was "glad that he was an American."

On another occasion the student safety engineer council of our Washington Trade school put on a program which simulated one of their regular meetings. At the beginning of the school year, the police commissioner and the superintendent of schools were present with a group of safety patrol boys who took the safety patrol pledge on the air and were emulated by patrol groups in schools throughout the city who also took their oaths.,

TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **"Dental Health Education Material"**: Illustrated booklet on dental health education aids. Included are dental health program manuals, booklets on the care of teeth, professional materials, educational film and slide film service, and library aids. Other miscellaneous materials. American Dental Association.

2. **Slide and Filmstrip Projectors**: Five new visual education slide and filmstrip projectors are described by the text and photographs of this pamphlet. Operating features, and price list of projectors and accessories included. Society for Visual Education, Inc.

3. **School Equipment Catalog**: Catalog with illustrations of all kinds of school equipment and supplies. Classroom equipment, office furniture, playground equipment, visual education equipment, maintenance supplies, office and classroom supplies, art and handicraft material, and teaching material included. Beckley-Cardy Co.

4. **Ford School Bus Chassis**: Descriptive literature on safety school bus chassis built to meet safety requirements of the National Education Association. Specifications on 24 to 48 passenger buses included. Ford Motor Co.

5. **Fire Exit Latches**: A catalog with diagrams and illustrations explaining features of all types of panic and fire exit latches. Vonnegut Hardware Co.

6. **"Over-all Lighting"**: Illustrated booklet on advantages of "Over-all Lighting," a service based on complete line of lighting units for any type building. F. W. Wakefield Brass Co.

7. **Safety Patrol Equipment**: Illustrated "open letter" to safety patrol directors includes complete information on uniform equipment — badges, Sam Browne belts, caps, raincoats, and other items of uniform equipment. Graubard's.

SAFETY EDUCATION DECEMBER, 1950

425 North Michigan Avenue, Chicago 11, Ill.

Please have sent to me the publications checked.

1	2	3	4	5	6	7
☐	☐	☐	☐	☐	☐	☐

Name .....

Title .....

School .....

Address .....

City .....

Keeping the School Plant Safe

(Continued from page 5)

I would divide school plant safety into four general classifications:

1. Structural safety
2. Fire resistance
3. Fire protection
4. General safety measures.

Structural Safety should include the best use of the most modern design and construction methods, and the most economical combination of these factors with the most modern construction materials and equipment. Adequacy must be stressed always. There should be fairly uniform national or sectional building codes established, which should be kept up to date, not only with new materials and design, but also with functional needs. The design should bear in mind lateral and live-load resistances as well as soil-bearing requirements and exposure to the elements.

Fire Resistance should receive considered thought. Planning ideas can solve many fire-resistance requirements, and here again the qualified engineer and architect are most important. Among the factors receiving serious consideration should be stairway design and adequacy, number of stories, boiler room location and construction, and use of panic bars, as well as the many types and combinations of materials.

Fire Protection includes fire drills, fire extinguishers and kindred equipment, methods of coal and other heating fuel storage and boiler room operation and isolation, together with adequate electric wiring, fire alarm and compliance with National Fire Underwriters requirements.

General Safety Measures should have two subtitles—one for the instructional personnel and the pupils, and the other for the operating personnel. Each is integrated with the other but has different responsibilities and safety features. The instructional and pupil section should include traffic regulations in corridors and on stairs; population of classrooms, taking into consideration adequacy of play area; toilet and health facilities; bus loading and transportation. Included under health would be lunchrooms, swimming pools, etc. The operating section should include the proper tools and equipment for doing the operating job well, and the careful training of the custodial force.

We are charged with keeping the school plant safe. We can and will do a better job with help and co-operation. It's time for all of us to do something!

"This is the first time I ever liked listening to Crosby!" says HOPE

HOPE:
I've always stuck cotton in my ears when the Old Groaner opened his mouth. But now he sounds good. Let's listen!

CROSBY:
Ladies and gentlemen, this isn't a song. It's just a suggestion. This year, let's *all* give U. S. Savings Bonds for Christmas presents. They make wonderful gifts. Tell 'em about those bonds, Chisel Nose.

HOPE:
Gladly. It's all very simple—even Crosby understands how they work. In just ten years, they pay $4 for every $3 they cost. And they're appropriate for *everybody* on your Christmas list. Am I right, Bing?

CROSBY:
For once in his life the old Scene-Stealer *is* right. But seriously, folks, nothing makes a more welcome, more sensible present than U. S. Savings Bonds. So—

HOPE:
So why not give the very finest gift in America—U. S. Savings Bonds!

Give the finest gift of all... U.S. Savings Bonds

Contributed by this magazine in co-operation with the Magazine Publishers of America as a public service.

use MERCUROCHROME*

for first aid

Do not neglect wounds, however small; even scratches and small cuts may become infected if they are not properly treated.

'Mercurochrome' (H. W. & D. brand of merbromin, dibromoxymercurifluorescein-sodium) is one of the best antiseptics for first aid use. It is accepted by the Council on Pharmacy and Chemistry of the American Medical Association for this purpose.

The 2% aqueous solution does not sting and can be applied safely to small wounds. Children do not hesitate to report their injuries promptly when 'Mercurochrome' is the household antiseptic, because they know that they will not be hurt. Other advantages are that solutions keep indefinitely and the color shows just where it has been applied.

Doctors have used 'Mercurochrome' for more than 28 years.

Keep a bottle of 'Mercurochrome' handy for the first aid care of all minor wounds. Do not fail to call a physician in more serious cases.

* Reg. U. S. Pat. Off.

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